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ABSTRACT

Leadership training materials, to be used by both students and teachers, are organized in the following sections: (1) self-awareness; (2) what leadership is; (3) goal setting, the foundation of success; (4) communication, key to leadership; (5) organization, putting all the pieces together; (6) group process, working together; (7) problem solving, which is decision making; and (8) evaluation. Over half of the document consists of exercises and worksheets to be utilized with the above sections. Contained in the last section, "resources," are stories and proverbs; games; lists of films and videos for leadership education; and other resources. (MLF)

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National Leadership Training Center

Leadership Curriculum Guide

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Self-Awareness

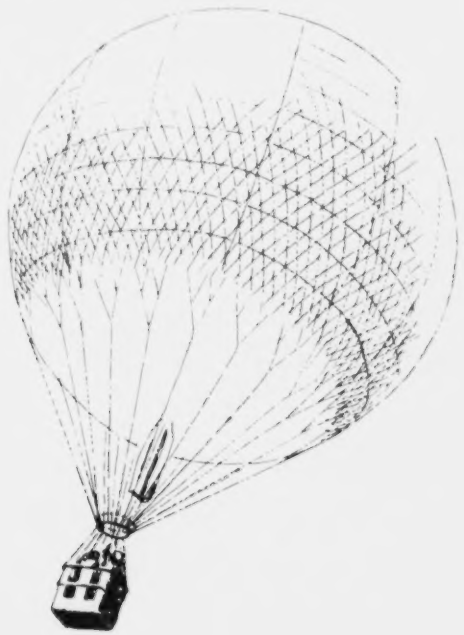
You have probably heard the expression, "You are what you eat." Well, what you eat may help determine your physical being, but when it comes to personality and what makes you the individual you are, the phrase should be, "You are what you think."

The single major factor determining or limiting your success and happiness is your self-image, your self-esteem. The word *esteem* means "to appreciate the value of." Your self-image will determine your sensitivity to the needs of others, your ability to solve problems, your ability to handle responsibility, and your judgment.

When you have a positive self-image you have a lot of self-confidence. Self-confidence is built on your experiences of success from early childhood on. Some people undermine their own self-confidence and suffer from a poor self-concept, however, by dwelling on their past failures instead of their successes.

Growing up confident and self-assured is not an easy and natural thing, though. You are often reminded that things are not going as they should in the world. You are told what you should be like, how you should behave, when you are a winner, and when you aren't.

It's not impossible, however, to change your self-image. What it takes is determination, understanding of who you are and who you want to be, and a support group of parents and friends.



Problems of Poor Self-Image

When you have a poor self-image you don't just feel inadequate or unhappy and continue to have a productive life. A poor self-image can work against you in two ways:

- *A poor self-image keeps you from learning how to succeed.* When you don't believe that you can do something you will never allow yourself to learn how, or be comfortable with the way you do it. If you believe that you don't know how to dance and can't learn, even if forced, you will still think that you don't do it well and that you will never be able to dance with a partner.
- *A poor self-image prevents you from liking and respecting yourself.* When you don't particularly like yourself, you communicate it to those around you and keep yourself from making friends, fitting into groups, developing leadership skills, or even just having fun.

  Suppose someone at a dance likes you and wants to dance with you. If you have a poor self-image, your reaction may say to that person, "I'm not a good dancer, you wouldn't like dancing with me, and you wouldn't like me after you found out how bad at it I am."

Ingredients for Positive Self-Image

Obviously, it takes more than being able to dance—or to swim, or do well in school, or whatever—to strengthen a self-image. Actually, there are seven areas in which we need competence in order to be positive, self-reliant people.[1] They include:

1. *Identification with real role models.*

   Are there people around you whom you would like to be like—not just someone famous, but someone in your own environment? Look for productive, self-sufficient, and reasonably happy people with whom you can identify. If you visualize yourself being like that person, you will have a goal you can reach.

2. *Identification with and responsibility for "family" processes.*

   Family, in this case, can mean your immediate family, or more broadly, an organization or a group to which you belong.

   We all need to know that what happens in our lives and the lives of others is a shared responsibility. Knowing that what you do affects others and that there are real consequences of your actions and words develops a sense of social responsibility and a feeling of belonging.

3. *Faith in personal resources to solve problems.*

   To become a self-confident person, you must develop the ability and attitude that will allow you to work through problems and believe that they can be solved by applying your own personal resources. Dependent people don't learn how to do this and believe that solutions are purely chance. For them, nothing can be done about the present or future except accept it.

[1] H. Stephen Glenn, *Developing Capable Young People* (Humansphere, Inc.) Texas.

4. *Development of intrapersonal skills.*

You use intrapersonal skills to communicate with yourself. These skills include the ability to recognize and understand your own feelings, self-discipline, self-control, and self-assessment. They are important to setting realistic goals and achieving them.

People who don't have these kinds of self-communication skills may be easily swayed by other people and have trouble dealing with pressure or stress.

5. *Development of interpersonal skills.*

Interpersonal skills can be as basic as being able to start and carry on a conversation, but also include the ability to share ideas and feelings and be sensitive to the feelings and needs of others, the ability to listen and respond, and the skills to cooperate, negotiate and share.

If you have developed these skills and practice listening, responding, and sharing your ideas, you will be able to develop friendships and be a respected part of groups. Poor interpersonal skills can make you unresponsive, resistant to valuable feedback, and unable to fit into a group.

6. *Situational skills.*

Situational skills are those skills that help you determine what kind of a situation you are in and how best to respond to it. When you learn to look at a situation, decide what behavior best fits the situation according to the results you wish, and then adapt to the situation, you are showing your maturity.

For example, you may be very interested in government and wish to study political science in college. You learn that there is a summer job in your town hall that you would like to have for the experience, so you arrange an interview. If you show up in jeans and a tee shirt, you may be expressing your true self, but if you wear a suit, dress, or other more "professional" attire, you may be more likely to get the job. Deciding what behavior will help you attain the desired outcome and adapting to that behavior is an example of situational maturity.

7. *Judgmental skills.*

These skills involve the ability to recognize, understand, and apply relationships in your environment. In many areas, poor judgment is obvious, such as when you become so obsessed with a sport that it begins to interfere with other activities such as your studies and responsibilities at home. You must learn to judge the consequences of things so that you can choose the most successful path for yourself.

Liking yourself and being proud of your accomplishments, talents, and special features doesn't make you egotistical. To be the best you can be you must recognize your own uniqueness and develop your special qualities and personal standards.

(See exercises a1-a6.)

Tips for Building Self-Esteem[2]

1. *Dress and look your best at all times.*
   No matter what your friends and peers may say, personal grooming provides visible evidence of how you feel about yourself.
2. *Take inventory of your reasons for self-esteem today.*
   Write down: what your blessings are, who and what you are thankful for, what you have done that you are proud of, what your goals are.
3. *Set your own internal standards.*
   Learn to accept yourself as you are now, but set your own standards for personal improvement in lifestyle, participation in school, accomplishments, relationships. Associate with winners.
4. *Volunteer your name first.*
   Whenever you speak on the phone or meet someone new, giving your name first shows you value your name and yourself as an individual.
5. *Always respond with "thank-you."*
   Whenever anyone pays you a compliment of any kind, accept it graciously without adding anything to make yourself seem unworthy.
6. *Use encouraging, affirmative language.*
   Whenever you speak about yourself, use positive, constructive descriptions. Remember, everything you say about yourself is subconsciously recorded by yourself and others.
7. *Create your own horoscope.*
   Don't feel trapped into repeating patterns you don't like. List positive alternatives to habits that you seriously want to change. Model your winning habits on those of people who are successful.
8. *Look people in the eyes.*
   Direct eye contact is one of the most important nonverbal indicators of self-confidence.
9. *Keep an ongoing self-development plan.*
   Write down what you'll have to learn and what behavior you'll have to change in order to become the person you wish to be.
10. *Smile!*
    Everyone responds to a smile. It tells us that this is a person who is happy, caring, and sharing.

[2] Denis Waitley, "Self-Esteem: The Winner's Edge," *Success* (Dec. 1981) p. 32.

Personal Feelings

Self-awareness means more than presenting a good image and feeling good about yourself. It means looking honestly at your inner self and learning to deal with your feelings and situations.

We all experience hundreds of different feelings each day and we may feel differently about the same thing at different times. Many feelings are neither good nor bad, just part of who you are: how you feel about your parents, your friends, God, are all personal reactions that change continually.

The important thing is not how you are feeling, but how you choose to respond to it. We must find ways to deal with our feelings so that they don't control us.

Steps for Handling Feelings[3]

1. *Be aware of your feelings.*

   Try to discover their meaning. Try to define the feeling in one word (calm, bitter, defensive, frightened, lonely, guilty, embarrassed, angry, etc.)

2. *Don't allow your feelings to control you.*

   Feelings are really reactions you choose to have. Eleanor Roosevelt once said, "No one can make you feel inferior without your consent." This applies to most feelings we have in reaction to others. If you feel that you just can't handle something, remember that you can look for other ways to deal with any situation rather than simply accepting feeling angry, frustrated, or whatever.

   Look for ways to adapt to or change the situation. Find a good listener who can help you express your emotions and sort them out.

3. *Express your feelings.*

   Learning to control your feelings doesn't mean bottling them up. It means learning to express them in a constructive way.

   Talk about your feelings. They are normal and they won't last forever. Express your feelings in as tactful a way as possible, because expressing something you feel thoughtlessly can defeat the purpose of being open.

Self-awareness is an ongoing process. Think about your feelings and how you value yourself. Then think of how you handle the other chapters in this book, working with a group. This is your chance to really get to know yourself.

[3] Rick Little, "You and Your Feelings," *You Are Somebody Special* (McGraw-Hill, 1982).

Notes

Leadership—What Is It?

One of the few things the world can always use more of is leaders. You may already be a leader in your school, your church, or other community organization. Being a leader means more than winning an election or receiving a title, however; a leader directs others toward a common goal. In an effective group, any member can be the leader when he or she influences the others in order to help the group reach its goal.

The way a leader leads is important. A good leader shows respect for others by listening when they talk, showing a sincere interest in what they are saying, and not "tuning out" others when he or she disagrees with what they are saying.

There are different styles of leadership:

- Autocratic—the leader has complete authority and control
- Democratic—the entire group shares in decision making
- Laissez-faire—the leader exerts little influence or control.

No one approach is right for all leaders, and the most effective techniques use aspects of all three of these styles.

Leadership involves a set of skills that are learnable. Effective leaders are not born; they are made. By examining your own views on leadership, how you respond to the guidance of others, how people interact in groups, and how successful leaders work with people, *you* can be a more effective leader and your group can be more successful and productive.

By recognizing that leadership is a group function to which all members can contribute, you help to develop a sense of teamwork. Sharing leadership, recognition, satisfaction, and the feeling of power that accompanies teamwork ensures that all the resources of the group will be used productively.

Leadership Is Service

Leading is not something that just the elected or designated leader does. Leadership happens when anyone in the group does or says something that moves the whole group further toward any of these three goals:

1. The accomplishment of the task
2. The resolution of internal group problems
3. The ability of the members to work together effectively as a group.

The designated leader shares the responsibility of the leadership role with all members.

A good leader:

- Involves everyone in building and maintaining a productive group. People tend to support what they themselves create.
- Views leadership as service, a way to help the group to develop an atmosphere of trust that helps the group accomplish its task.
- Helps the group to see how it can deal with internal conflicts that can disrupt meetings.
- Encourages the group to accept conflict as a group problem and to discuss and work through it so that they can then return to their task.

In short, a good leader may serve as a:

- Facilitator
- Consultant
- Adviser
- Teacher
- Observer
- Participant

Because he or she believes in the responsibility and ability of the group members to reach decisions, maintain and develop the group, and help each other learn how to be more effective participants, the leader actively encourages the involvement of all members.

The effective leader sees the group as a group, not just as a collection of individuals, and thus can be aware of how morale or feelings of satisfaction can change within the group and affect its behavior.

Styles of Leadership

Within the three categories of leadership style (autocratic, democratic, and laissez-faire), however, are many more narrowly defined styles. Review the characteristics of a few of them so that you will be familiar with them when you see them exhibited in yourself or others.

The "telling" leader

- Identifies a problem, considers alternative solutions, chooses one of them, and then tells the group members what they are to do

- May or may not consider what the group members will think or feel about the decision, but does not let them participate directly in the decision making
- May or may not use or imply coercion
- Assigns roles to members
- Relies primarily on his or her own judgment.

The "persuading" leader

- Makes the decision without consulting the group, but instead of announcing the decision tries to persuade the group members to accept it
- Describes how the decision fits both the interests of the group and the interests of the individual members.

The "telling" and "persuading" styles of leadership are most effective and/or prevalent in large groups, in passive groups, in groups which meet infrequently, and/or at times when a quick decision or deadline must be met.

The "consulting" leader

- Gives the group members a chance to influence the decision from the beginning
- Presents the problem and relevant background information, then asks for ideas on how to solve it
- May offer a tentative solution for the group's reaction
- Encourages the group to increase the number of alternative actions to be taken and/or considered
- Selects the solution he or she regards as most promising.

The "consulting" style of leadership is most effective and/or prevalent in large groups, motivated groups, representative groups, and/or organized groups.

The "joining" leader

- Participates in the group's discussion as just another member, agreeing in advance to carry out whatever decision the group makes.
- Encourages group decisions
- Works for group goals
- Allows for individual recognition
- Tends to guide, not rule
- Often submerges his or her self in the group's identity.

The "delegating" leader

- Defines a problem and the boundaries within which it must be solved, then turns it over to the group to work out a solution
- Sets few guidelines
- Tends to have a secretarial function or resource person identity
- Often does not announce his or her own ideas.

The "joining" and "delegating" styles of leadership are most prevalent and/or effective in small groups, highly motivated groups, groups with a high tolerance for ambiguity (where members need little direction and are comfortable with a wide area of freedom), groups with a relatively strong need for independence, groups where the members understand and identify with the goals of the organization, groups where the members have the necessary knowledge and experience to deal with the problem, and/or groups where the members expect to share in decision making.

To be an effective leader to your group, review these styles and think about how you can use them all in different situations. Which ones will help you to avoid some of the hazards of leadership?

Situational Leadership

In the past it was commonly believed that there was only one correct style of leadership. Management researchers theorized that a leader was either task-oriented or relationship-oriented.

- *Task-oriented:* focused on goal achievement, often at the expense of interpersonal relationships
- *Relationship-oriented:* focused on participants feeling good about the group process, often at the expense of a high-quality product.

Many lectures were based on the idea that the best leadership style for any situation was one that combined a high-task orientation with a high-relationship orientation. Still others claimed that the two styles were mutually exclusive—that a leader had to be one or the other.

In recent years, we have come to understand that successful leaders are those people who can adapt their behavior to meet the special circumstances of each situation.

At least two management experts, Paul Hersey and Ken Blanchard, feel that leadership styles fall into four basic categories:

- **Telling**—Telling leaders tend to be directive and concentrate on telling people what to do, when, and how. This leader has a plan in mind before the meeting starts and just informs the group of how things will be. Drill sergeants are good examples of telling leaders.
- **Selling**—Selling leaders have a strong commitment to achieve goals and direct followers in the group toward this end. They are just as concerned about how the committee members are involved and want them to feel good about the work process and have good interpersonal relationships. Coaches are often selling leaders.
- **Participating**—These leaders take the approach that the relationship of the group is more important than any individual task. Participating leaders run meetings at which all members have an opportunity to express their opinion, and decisions are reached by consensus.
- **Delegating**—A delegating leader will outline a project, encourage someone or a committee to handle it, and check on the progress on an infrequent basis. He or she usually lets the group members handle the

project in their own way if it is clearly delegated and defined, and provides help if it is needed.

Hersey and Blanchard also see the members of the group as falling into corresponding categories according to their ability to perform assigned tasks and their interest in doing them.

- **Not Willing/Not Able**—The members in this group don't want to do the job, nor do they know how to do it. A student who doesn't enjoy sports, is clumsy, and who was pushed into the job won't do a very good job at organizing a faculty versus students basketball game.
- **Willing/Not Able**—This group is enthusiastic about the task, but not really sure how to carry it out. An example would be a committee whose members, assigned to organize a student art show, think it's a great idea but know nothing about art, have never taken any courses, and don't have friends who are artists.
- **Not Willing/Able**—This group has all the knowledge and skill necessary to carry out the project, but isn't interested in applying that knowledge. This might be a group that is bored by having done the same project too many times before.
- **Willing/Able**—The members of this group know how to do the job and are motivated to apply themselves to it. A group that worked with a special program for the handicapped before, got a lot out of it, and are anxious to do it again, would be an example.

Perhaps you can already see how an effective leader could use one of these leadership styles to match the type of group he or she is working with.

The telling leader is most effective in a group with low willingness and low ability. This arrangement would give these members the close supervision needed to keep them from abandoning or ruining the project.

The selling leader is most effective in a group with a lot of willingness but little ability. The leader will encourage and reward their enthusiasm but will keep their instructions specific to keep them from failing at their task.

The participating leader is successful with group members who are unwilling but able. He or she will find a way to involve them in the planning and increase their interest in the project. Once they are part of the project they will be more willing to carry it out.

Finally, the delegating leader gets best results with members who are willing and able. If they know how to do the task and are willing to do it, this leader will simply let them carry it out.

When you learn to recognize the attitudes and abilities of your group—how willing and how able are they to really perform the task at hand—you can use the appropriate management style to get the best results for you and your group.

Hazards of Leadership

When things are going right and your group is accomplishing its goals, being a leader can be a rewarding and educational experience. But there can be drawbacks to being the designated leader in any group. You might:

- Come to love the power of "being in charge" and become a totally autocratic leader who misuses the position.

- Become carried away with your own importance and lose sight of the group's goals. Egotism can overtake each of us from time to time.
- Fail to listen to the advice of others who have experience.
- Get into trouble by trying too hard; become involved in too many things, take on too much responsibility, and spread your abilities too thin. You will become frustrated by your lack of success at any individual task.
- Fail to organize. If you aren't organized you will spend more time than necessary to accomplish less than your potential. Lack of organization can mean poor grades when you must always be trying to juggle your responsibilities.
- Be frustrated from disappointment in others in the group. Not all group members will respond to the same motivating techniques or work as hard as you may wish.

All of this means that it is not enough to know which kind of leadership style you wish to develop. An effective leader must have command of a broad range of skills in order to bring the group to the successful completion of its goals. And that is what leadership training is all about.

Tips for Successful Leadership

Here are seven helpful suggestions to make leadership more successful.

1. *Match the task to the capabilities of the person.* Everyone has particular interests and skills that are appropriate to certain activities. An artist might be most effective on the decorations committee where he or she can make use of individual talent, rather than on a planning committee.
2. *Involve different people.* It is easier to keep calling on people who have been helpful in the past or to always turn to your close friends, but everyone has something to contribute and part of a leader's responsibility is to involve as many members of the group as possible.
3. *Don't dictate—delegate!* Discuss the goals of the task, define the boundaries within which the person may operate, be willing to allow him or her to make decisions necessary to complete the task, and if specific steps must be followed, make sure you communicate them clearly and that they are understood and agreed upon.
4. *Monitor progress.* Although you may have delegated a task to someone else, as the leader you are ultimately responsible for its successful completion. Set up times and dates by which various aspects of a task need to be accomplished.
5. *Consider alternative plans and persons.* If a task is not being completed according to the established guidelines, re-evaluate the task, possibly delegate its responsibility to different group members, and/or provide help for the original person or committee.
6. *Evaluate the task.* A record of the way a task was accomplished is helpful not only to determine its success, but as a resource for those who may want to undertake a similar project. Don't feel, however, that things must be done exactly as they have been in the past.

7. *Express appreciation.* Don't forget to thank everyone who has contributed to making the project a success. Everyone needs encouragement to go on.

Leadership Etiquette

1. A successful leader will make decisions that will enhance the entire group or organization rather than just himself or herself.
2. A successful leader realizes that he or she also has a superior. No one is ever elected to an office or level that they never have someone to be accountable to.
3. A successful leader is an example of fair play, integrity, and dependability.
4. A successful leader will genuinely listen to the needs, feedback, and suggestions from all of the members of the organization, not just a select few.
5. A successful leader understands that a leadership position is not a position of glory and popularity, but a position of responsibility.
6. A successful leader is willing to roll up his or her sleeves and help other members of the organization when the going gets tough.
7. A successful leader knows that he or she cannot be successful without the work, support, and dedication of all members of the organization.
8. A successful leader will sacrifice personal glory and recognition so that it may be shared equally with all of the followers.
9. A successful leader works for the success of the entire organization and not for personal aggrandizement.
10. A successful leader knows that whatever power he or she may possess was given to him or her by the members of the organization. If improperly used, this power can be swept away and given to someone else.

(See exercises b1-b15.)

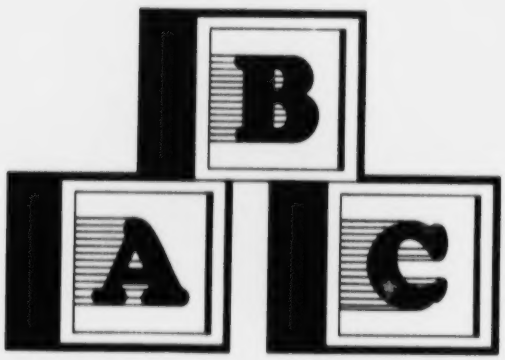
Goal Setting—The Foundation of Success

One of the most important aspects of success is the ability to define and achieve goals.

Goals are specific, realistic reminders of the accomplishments you visualize. You can set long-range goals (college, career, life-time), intermediate goals (this semester), or short-range goals (this week, today).

Planning backward in time helps your immediate activities focus on your overall goals. For example, your overall goal might be to be accepted at a certain college; your sub-goals might be to get all As this semester, get involved, win a scholarship, and so on.

Goals are important in academics, student leadership, and personal affairs. Apply goal setting to all areas of your life and your group activities. Write down your goals and refer to them often.



Benefits of Goal Setting

The benefits of goal setting are real and significant and apply both to you as an individual and also to the group that sets goals.

The 10 main benefits of setting goals are:

1. Improves your self-image (or the self-image of the group).
2. Makes you aware of your strengths, which can be used to overcome obstacles and provide solutions to problems. (The same is true for the group.)
3. Makes you aware of your weaknesses so you can begin to improve them and make them into strengths.
4. Gives you a sense of past victories and provides a stimulus for present successes.
5. Helps you visualize, plan actions to achieve the goals, and then carry them out.
6. Gives you a track to run on so you can see where you have to go.
7. Forces you to set priorities and thus establishes the proper direction of your pursuits.
8. Defines reality and separates it from wishful thinking.
9. Makes you responsible for your own life and makes your group responsible for its own success or failure.
10. Serves as a criterion to sharpen decision making.

Clearly defined goals are the keys to fulfillment and achievement. They are essential for success.

But if there are so many good reasons to set goals, why don't more people do it? Indeed, many people—perhaps even most—do not set goals. Perhaps some of their reasons are familiar to you.

Reasons People Don't Set Goals

- *Predictability*
  Many people feel threatened by change and resist goal setting because it may be uncomfortable while moving out of the "rut."
- *Conditioning*
  Most of us are conditioned so that after we have done something a certain way, it becomes habit, automatic and reflexive.
- *Belief in Miracles*
  Many people sit back and wait for miracles instead of setting goals and taking action to accomplish them.
- *Fear of Losing*
  Many people do not set goals because they are afraid they will be criticized for not reaching them.
- *Fear of Winning*
  Odd as it may seem, some people do not set goals because they cannot imagine themselves being capable of handling the new behavior of success.

- *Over Expectations*
  Setting your goals too high enables you to say, "I know I can't reach that goal, so I won't even try."

Defining Goals

Goal setting can be a very gratifying, positive feedback system for you and for your group. You select a goal you wish to reach, carry out a plan of action to achieve it, experience the satisfaction of accomplishment, and are encouraged to set another goal.

To begin, you need to be able to define your goal in a clear, precise statement that includes the following components:

- It is realistic, attainable, and feasible but challenging
- It has a target date for completion
- It has measurable results
- It is clear, specific, and understandable
- It is meaningful and desirable
- It is beneficial
- It is flexible and has more than one method of attainment.

A *group goal* is identical to an individual goal, except that it has these additional components:

- It should be created by all the members
- It should be understandable and acceptable to all the members
- It should be beneficial to all the members.

(Also see chapter on Group Process.)

Setting Goals

To simplify matters but assure a goal that includes all the necessary components, you can set a goal by answering the Five Ws and an H:

Why: Clarify the needs and purposes that are the basis of your goals.

What: Generate the possibilities and narrow the alternatives to the ones you really intend to pursue.

When: Identify when your planning, work sessions, and the actual event or results will take place.

Where: Determine location(s) of any event(s).

Who: Delegate responsibilities equally to all members to accomplish a group goal and plan whose help you'll need for personal goals.

How: Decide how you will implement the selected alternative(s).

Establishing Priorities

Not all goals are equally important. Because of this, it is important to establish priorities in your approach to your goals.

- Remember that not all the goals you have set for yourself (or that your group has set) can be accomplished at the same time.

- Realize that some of your short-range goals will probably be aimed at directly increasing your ability to achieve your long-range goal.
- Personally, or as part of your group, rank your priorities in the order that they are to be accomplished.
- Develop a form which will show how one goal relates to another and how by accomplishing one goal you are leading to the realization of others.

Brainstorming

One of the best ways to set goals for a group and to plan to reach those goals is brainstorming, a process of generating ideas. The goal of brainstorming is to produce as many ideas as possible in a relatively short period of time.

To initiate a brainstorming session you need:

1. A problem or question to be brainstormed (how can we raise money, how can we improve communications, what type of activity should we plan, etc.)
2. A group of people willing to participate
3. A means of recording the ideas.

Before beginning to brainstorm be aware of the basic guidelines:

Quantity, Not Quality

In brainstorming it is quantity, not quality, that counts. Every idea is as valid as the next because the goal is to generate lots of ideas to choose from later.

Defer Judgment

The key to getting as many ideas as possible is to not judge which ones are best or will work until you have exhausted the supply of ideas to list. Don't think about such things as who will and won't approve or how much work is involved.

Piggy-back

Don't be afraid to piggy-back on others' ideas. The brainstorming process is done aloud so that the ideas of one person may inspire a new approach or be expanded on by others.

Imagination

Use your imagination and encourage everyone in the group to do the same. Remember that at this point anything goes, no matter how unusual it sounds.

An easy way to remember brainstorming is the DOVE technique:

Defer Judgment
Off-Beat Ideas
Vast Number of Ideas
Expand on Others' Ideas

When done correctly, brainstorming can create an amazing wealth of unique and traditional ideas. With this collection of ideas to choose from, you can carefully narrow the field to those that best meet your needs.

But remember to avoid negative thinking traps; if you think something "won't work," check it out. You may find it will work if you do it a little differently this time.

Step-by-Step

The following questions may be helpful in determining goals, either for yourself or for your group:

Individuals	Groups
1. What do I most want to accomplish?	1. What is the purpose of this group?
2. What do I want to be doing 1 year, 5 years, and 10 years from now?	2. What is the unique or special mission of this group, as different from others?
3. What expectations do others have of me that I wish to strive to reach?	3. What are the expectations of the group from the perspective of the members, officers, advisers, and supporters?

Because no individual and no group can accomplish all of its goals alone, remember to answer question #3. Then you can count on the support of others you need or find out how else you can reach your goal.

Summary of Goal Setting

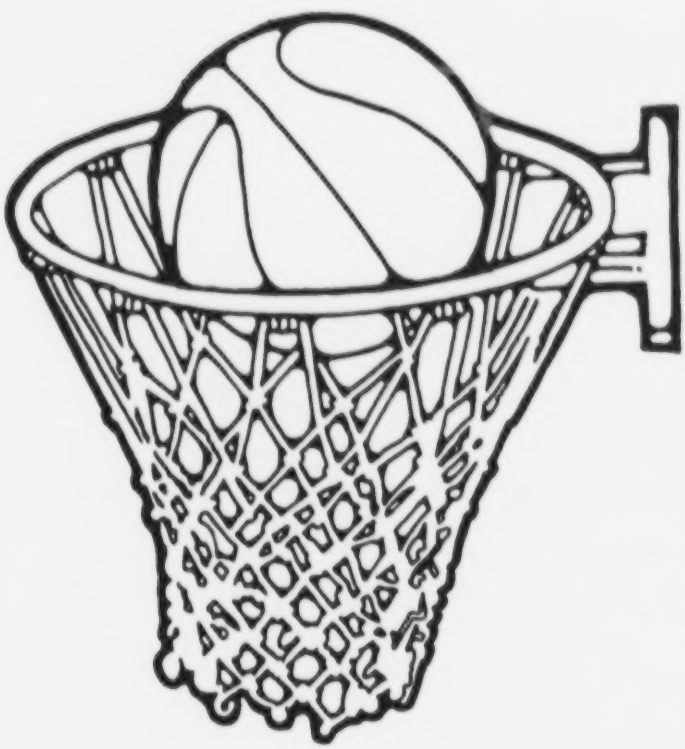
- Brainstorm what it is that you (or your group) wants to do, to possess, to share, to contribute, to personally become.
- Set both short-term objectives (for this week, today, this minute), and long-term objectives (for this month, quarter, year, five years).
- List both your short and long-term goals in each area of your life: social, financial, cultural, educational, professional, physical, spiritual, intellectual, family, hobby.
- Write all of these goals down, listing each in order of priority.
- Choose activities that achieve your objectives. This means that you must consciously choose to do those things that relate to your most important goals.
- Now list the advantages and disadvantages of each goal and each activity. Write down what you must give up in order to achieve each goal.

Now your final priorities can be set.

Eight Possible Goals for Student Activities

1. To provide opportunities for students to gain leadership skills and an appreciation for responsibility and accountability.
2. To provide ways in which students may broaden their interests and develop new experiences.
3. To provide a "learning laboratory" as an extension of the daily classroom experiences.
4. To provide opportunities for student involvement and student recognition within the total school program.
5. To foster healthy student-student, student-teacher, student-administration, and student-community interaction.
6. To provide a channel of communication through which students can contribute to the school program.
7. To provide a vehicle by which social skills can be developed to aid students in society.
8. To develop an interest in current issues that involve all segments of the student population.

(See exercises c1-c5.)



Communication—Key to Leadership

Good communication skills are important for successful leadership and group involvement. Being able to communicate clearly and effectively, and understanding some of the difficulties in communication, are powerful leadership tools. With the ability to communicate clearly, greater power and greater impact on people and processes are possible.

What Is Communication?

What are the elements of communication? Communication can be defined as an exchange between people, as an exchange of information, or as a process involving the organizing and sending of symbols. It can be verbal or nonverbal, written or spoken, one-way or two-way. No matter how communication is defined, though, it includes:

- A message (what is being communicated)
- A communicator (the person or group sending the message)
- A receiver (the person or group who hears or takes in the message).

Although the elements of communication can be defined as communicator, receiver, and message, the process of communication is really much more complex because many factors influence how we communicate and perceive. There are opportunities for misunderstandings or misinterpretations on both sides of the process.

The sender of a message may not accurately or effectively communicate what he or she intends, and the listener or receiver may attach meanings that were not intended! Thus, we have communication problems or gaps. But we can begin to understand some of the influences that make communicating a challenging process. (See exercises d1-d2.)

Influences on Communication

Whether you are the sender of a message or the receiver, you speak and hear according to your own unique needs and feelings. What this means in terms of communication, is that often when you think that you are being clear you aren't and others can't understand you. They want to understand, but they see or hear things from their own perspectives, not yours.

Perception

Perception is a process whereby you select, organize, and interpret information from your environment, usually from your sensory impressions. In other words, you take what you hear, see, smell, touch, or feel and internalize the information so that it has meaning for you.

Perception differs from the thinking process in that reasoning has no part; perception happens instantly. A study of perceptions begins with a recognition that each individual lives in a private world of experience. Our perceptions come from us, not from the environment around us.

The four steps in perception are:

1. The individual *selects* the information to process. He or she may select all or part of the message being sent.
2. The individual *organizes* the information, pulling it together in a way that makes sense to him or her.
3. The individual makes sense of the message by *linking* it to something with which he or she is familiar.
4. The individual *interprets* the information so that it has meaning for him or her.

Many factors influence our perceptions. The following are a few examples:

Past Experience

We tend to perceive a given situation in terms of what is familiar. We perceive what we see, hear, smell, etc., based on our past experiences with family members, teachers, friends, and other important figures in our lives. Someone who is 50 years old has had very different past experiences, and, therefore, will often perceive situations very differently from someone who is 15 years old.

Social Influence

We may adjust our perceptions according to peer or social pressure.

Cultural Influence

The cultural group of which you are a member influences your perceptions. This includes ethnic backgrounds and the cultural influence of a church, a school, or other group.

Self-Concept

We tend to identify with those things that are consistent with our self-concepts, our mental image or picture of who we are.

Physical Needs/Psychological Needs

How we feel physically affects how we perceive our immediate environment. If we are hungry, tired, have a bad day, hear some upsetting news, or see some unpleasant sight, we may perceive things differently than usual.

Our Interests

What we care about has a way of capturing our attention and shaping our perceptions. Some people are interested in sports, others in music or government.

Time

The time of day influences our perceptions. For instance, if you are a "morning person" you may hear or respond differently to a situation in the morning than you would at night.

Values

What we value influences our perceptions and what we value we perceive as important. A value is something that is chosen and prized.

Our differences in perceptions can make communication more difficult. When dealing with others who have different perceptions than yours, try to understand and respect the differences when you communicate with them.

Other things can also aid communication.

Non-Verbal Communication

People communicate both verbally and non-verbally, and while we listen to verbal communication, we are also strongly affected by non-verbal messages.

Non-verbal communication includes all the ways of communicating without speaking:

- Gestures
- Postures
- Touch
- Use of space

Non-verbal messages are a very important part of communication, and may have a greater effect on how we perceive what someone has said to us than verbal messages because we process non-verbal messages on an unconscious level.

Non-verbal messages may confirm verbal messages, change the content and meaning of the message being relayed, or even contradict it.

Become aware of what others may be expressing to you non-verbally. For instance, if a teacher has had a particularly bad day and you come in to discuss a new idea or to argue a cause, he or she may not be as receptive as at another time. Non-verbal language, such as looking away, focusing on papers on the desk, fiddling with a pencil, or frowning, may show you that now is not the time to approach him or her.

Five Components That Contribute to Effective Interpersonal Communication*

1. *Self-Concept*

   As we mentioned earlier, the most important single factor affecting your communication with others is your self-concept—how you see yourself and your situation.

2. *Listening*

   Everyone needs information that can only be acquired by listening. Listening is much more than just hearing with your ears; it is an intellectual and emotional process that searches for meaning and understanding. Effective listening means both hearing and understanding the sender's message.

3. *Clarity*

   Many of us find it difficult to say what we mean or to express what we feel. We assume that other people understand what we mean.

   To communicate your meaning effectively, you must have a clear picture in your mind of what you are trying to express and be able to clarify and elaborate on it. It also helps to be receptive to feedback (how people respond to your message) and use it to further guide your communication efforts.

4. *Coping with Anger*

   Inability to deal with anger frequently results in a breakdown of communication. Some people handle their anger by suppressing it, fearing that others will respond in kind.

   Expression of emotions is important to building good relationships with others—individually or in your groups. Learn to express your feelings in such a manner that they influence and reshape themselves and others.

5. *Self-Disclosure*

   The ability to talk truthfully about yourself is basic to effective communication. You cannot really communicate with another person or group, or get to know them, unless there is self-disclosure on both sides.

---

*Adapted from Myron R. Charier, "Five Components Contributing to Effective Personal Communication," *The 1974 Annual Handbook for Group Facilitators.*

An effective communicator can create a climate of trust that encourages self-disclosure.

Speaking and Listening

When you hear the word "communication," what comes to mind? You probably think about people talking with each other. Speaking and listening are the two most basic elements of our communication patterns. Together they make communication "active," a two-way process.

Neither speaking nor listening are activities to which we give much thought. We assume we know how to do both and seldom realize we could make ourselves better communicators by putting some thought into how we speak and how we listen.

10 Guidelines to Being a Better Speaker

1. *Be sure you understand what you want to say.*
   What is the real purpose of the message?
   What do you expect the listener to do?
2. *Clarify your ideas before you attempt to communicate them.*
   Can you accurately say what you want to say?
   Are you being interesting and/or meaningful?
   How many ideas should you try to include (how many do you have to include)?
3. *State your message as simply as possible.*
   Do you really need technical language, or will ordinary English get the job done better?
   Will the words you use mean the same thing to the listener that they do to you?
   Are you being as brief as possible or desirable?
4. *Consider the entire environment affecting your communication.*
   What impression does the form of your message convey?
   How will "when" and "where" the message is received affect the listener's interpretation of it?
5. *Be aware of your receiver.*
   Can you make the most of the person's or group's known needs or interests to ensure your message is heard and understood?
   Are you telling the person or group all the necessary information?
6. *Consider the overtones of your message as well as your intended meaning.*
   Does the "tone" of your message say more than the basic content?
   Can other interpretations of your meaning cause your message to be misunderstood?
7. *Provide for and encourage feedback.*
   Can the receiver tell you what he or she understood easily?
   Can the listener ask for more information?
   How can the person or group report feelings or actions that result from your message?

8. *Follow up your communication.*
   When you finished your message was it complete?
   How will you know when it is complete or what further steps you'll need to take?
9. *Be sure your actions support your message.*
   Do you expect people to do as you say, not as you do?
10. *Try not only to be understood, but also to understand!*
    Do you listen and look for feedback?
    Do you understand what others say to you?

12 Guidelines to Being a Better Listener

1. *Really want to listen.*
   Almost all listening problems can be overcome by deciding to really hear and be interested in people.
2. *Act like a good listener.*
   Be alert, sit straight, lean forward if appropriate, and let your face show interest.
3. *Listen to understand.*
   Don't just listen to be listening; try to really understand what is being said.
4. *React!*
   Be generous with applause, nods, comments, questions, and encouragement as appropriate.
5. *Stop talking.*
   You can't listen while you are talking. In a conversation, let the other person finish and hear what he or she is saying before you go on.
6. *Empathize with the speaker.*
   Put yourself in the speaker's place and try to clearly see that point of view.
7. *Ask questions.*
   When you don't understand, when you need further clarification, when you want to show you are listening, ask questions. However, don't ask questions that will embarrass or put down the other person.
8. *Concentrate on what the other person is saying.*
   Focus on the words, the ideas, the feelings being expressed, and the body language.
9. *Look at the other person.*
   Facial expressions and body language will all help the other person communicate with you.
10. *React to ideas, not to the person.*
    Don't allow your personal attitudes to influence your interpretation of words. Good ideas can come from anyone.
11. *Don't argue mentally.*
    If you are trying to understand the other person, arguments will set up barriers between you.

12. *Avoid hasty judgments.*
Wait until all the facts are submitted before you make a judgment about the speaker's message.

10 Worst Listening Habits

1. Calling the subject uninteresting.
2. Criticizing the speaker's delivery, appearance, etc.
3. Mentally preparing a rebuttal.
4. Listening only for specific facts.
5. Trying to make an outline of everything you hear.
6. Faking attention to the speaker.
7. Tolerating distractions in meeting.
8. Evading difficult material.
9. Letting emotion-laden words affect your listening.
10. Wasting the differential time between speech speed and thought speed.

10 Best Listening Habits

1. Tuning in to see if there is anything you can use.
2. Getting the speaker's message, which is more important than his or her appearance.
3. Hearing the speaker out before judging the message.
4. Listening for main ideas, principles, and concepts.
5. Listening for two or three minutes before taking notes.
6. Concentrating. Good listening is not relaxed.
7. Getting up and correcting distractions—shutting doors or windows, requesting the speaker to talk louder, etc.
8. Learning to listen and take in ficult material.
9. Identifying and overlooking word barriers.
10. Making the most of the difference in rate. You can think three times as fast as anyone can talk, so use this rate difference to stay on track. Think back over what the speaker has said and predict where the communication is going.

Feedback

- Feedback is a means of describing something, not passing judgment. The receiver of feedback is free to use it or ignore it.
- Feedback deals with specifics, not generalities. Conciseness and candidness are key elements in helpful feedback.
- Feedback should be asked for, not forced.
- Feedback should be offered as soon as the communicator is ready to receive it.
- Feedback should be helpful suggestions an individual can use to become a better communicator.

Blocks to Communication

We have discussed many positive things you can do to be aware of and promote clear and successful communication for yourself and for your group. A final step is to be on the look out for the following common blocks to communication:

Status. Honest communication can break down because of the way individuals perceive persons in power.

First Impression. Also called the halo effect, this is the problem created when we gauge what we expect from a person by the impression we first formed of him or her.

Stereotyping. This is guilt by association. We group people into classes and roles we create and then find it difficult to adjust our thinking even when the facts prove us wrong.

Projection. Sometimes people see their own inadequacies and paranoias in someone else (whether they exist for that person or not), instead of in themselves.

Scapegoating. This means blaming another person or group.

Semantics. Choosing positively or negatively charged words to convey your feelings in a seemingly objective manner can lead to misunderstandings. A "disagreement" could be a "matter of opinion differences," an "argument," a "debate," or a "fight."

Preoccupation. If your mind wanders to another topic and you only half listen before responding effective communication is blocked.

Hostility. Anger stemming from a previous situation or from one particular subject can color your thinking.

Charisma. The charm of the sender affects how the message is received.

Past Experiences. We prejudge situations according to what has happened to us in the past.

Hidden Agenda. A person with a special interest only hears messages advancing that idea and rejects everything else without evaluation.

Verbal Skill. You may dismiss the sender's message due to inarticulateness, not content.

Environment. Physical conditions may hamper communication.

Defensiveness. Insecurities may cause the receiver to distort questions into accusations, blocking the ability to really "hear."

Time Pressures: Watching a clock is a distraction.

Distortions. The receiver may misunderstand ideas in the message and/or the sender may not recognize feedback.

The true leader will try to avoid using these killer phrases:

A swell idea, but . . .

We've never done it that way.

It won't work.

We haven't the time.

Let's not step on their toes.

Somebody would have suggested it before if it were any good.

Too modern.

It's not in the budget.

Too expensive.

We've tried that before.

Not ready for it yet.

Good idea, but our school is different.

All right in theory, but can you put it in practice?

Too academic.

Too hard to administer.

Too much paperwork.

Too early.

It's not good enough.

There are better ways than that.

It's against school policy.

Who do you think you are?

You haven't considered . . .

It needs more study.

Too old fashioned.

Let's discuss it at some other time.

You don't understand our problem.

Why start anything now?

We're too big for that.

The new teachers won't understand.

The experienced teachers won't use it.

We have too many projects now.

What you are really saying is . . .

Has anyone else ever tried it?

It has been the same for twenty years, so it must be good.

Let me add to that.

I just know it won't work.

Let's be practical.

Let's form a committee.

Let's shelve it for the time being.

He/She will instead use these igniter phrases:

I agree!

I looked at this last night and really liked it!

That's good!

That's really neat!

Good job!

I made a mistake! I'm sorry.

You're doing better!

I like the way you . . .

That's interesting.

That would be interesting to try.

Things are beginning to pop!

I couldn't do that well myself.

That's a great idea.

There's been some good thinking.

I'm glad you brought that up.

That's an interesting idea.

Good work!

I appreciate what you have done.

See, you can do it!

Great idea!

Let's get right on it.

Let's start a new trend.

Great!

I know it will work.

Go ahead . . . try it . . .

We're going to do something different today!

I like that!

Good for you!

I never thought of that.

Congratulations!

Keep going!

Very good!

You're beautiful!

Do that again.

You're on the right track.

That's fine!

That's the way!

That's a winner.

You may put yours on the bulletin board.

That's the first time I've had anyone think of that.

You're big enough.

I have faith in you.

What good workers we are.

I'm very pleased with what you've done.

You can do it!

You're in high gear.

We can always depend on you.

We can do a lot with that idea.

Keep up the good work.

Fantastic!

Real good! Anyone else?

Written Communications

The Thank-You Note

After any event, activity, or project is complete, see to it that the appropriate thank-you notes are sent. Did your group have a speaker? He or she should be thanked. Did a local store take out an ad in the yearbook? The owner or manager should receive a thank-you note. Did your counselor write a recommendation for you to a college? He or she deserves a thank-you note in return.

Your own personal thank-you notes should be hand written on appropriately sized and colored paper. Thank-you notes from an organization (always signed by an individual) may be typed on the letterhead of the group. For example:

February 20, 1989

Dr. Sharon Shaffer
Music Department
Trinity College
Washington, D.C. 20017

Dear Dr. Shaffer,

Your concert and lecture on Black American Composers was one of the most enjoyable assemblies we have had this year. Many students have expressed an interest in learning more about the subject.

Thank you for being a part of our school's celebration of Black History Week. Your participation was both entertaining and interesting.

Sincerely,

Mary Smith, secretary
Student Association

The Memo

Another important kind of written communication is the memo. Memos are useful ways to inform individuals or groups of progress on a project, an up-coming meeting, and information that can be put in a concise, reasonably short format.

To: Members of the Dance Committee
From: Jane Jones, chairman
Date: November 2, 1989
Subject: Dance Committee Meeting

Our next meeting is scheduled for 3:15 on Thursday in the Senior Lounge. This will be a planning meeting for the upcoming Thanksgiving Dance. We will discuss:

- decorations
- refreshments
- clean-up
- music

Please come with your ideas on how to make this the best Thanksgiving Dance we've ever had and be prepared to sign up to work on one of these areas.

The Committee Report

After the committee has met and conducted its business, it is vital that you let the organization know what went on and what was accomplished. This should be done with a report.

Meeting of: Dance Committee
Date: November 5, 1989 Time: 3:15 Place: Senior Lounge
Presiding Officer: Jane Jones, chairman
Members Present: Ann Rodgers, Tom Miller, Ken Johnson, Pat Newton, Donna White, Judy O'Brien
Absent: Jim Roberts

1. Treasurer's Report - Pat Newton reported that after the candy sale last month we now have a total budget for the up-coming dance of $400.
2. The group brainstormed a way to make the Thanksgiving dance special this year and decided to make it a country square dance. The following people agreed to work on these assignments:

Decorations:	Ann Rodgers and Ken Johnson Tentative plans are for haystacks and crates with one wall done as a farm mural.
Refreshments:	Pat Newton and Judy O'Brien Tentative plans are for cider, cheese cubes and crackers, chips, cookies.

Music:	Tom Miller Tentative plans are to get a country group from the school to play but to hire someone to "call" the square dances.
Clean-up:	Donna White and Jim Roberts (Volunteered ahead of the meeting.)

3. Each person or team will report back with a written cost estimate for their assignment by November 10, in time for the next meeting on November 13.

Publicity Techniques and Channels of Communication

Part of communicating effectively, especially for a group, is letting people know what you're doing. No matter what method you use to keep them informed, only when they know what's happening can people participate in your activities, join your group, support your efforts, or help you meet your goals.

The strength and effectiveness of an organization depend on the understanding and support it receives from the public it serves. The communication links that your organization establishes and the relationships that are built will in large part determine the success of your organization.

There is a special link between communication and public relations, because it is through communication that public relations occurs. That special way that your organization goes about informing, involving, developing, and creating goodwill among and throughout the school and community it serves is part of public relations.

In student activities, public relations is building friendly goodwill with students, faculty, administration, and the community. Therefore, it is obvious that with so many publics to please, everyone has a lot of work to do in the public relations department.

Tools of Effective Communication

1. A publicity committee
2. School bulletins
3. Public address announcements
4. Newspaper reporters
5. Poster campaigns
6. Regularly scheduled meetings with the principal
7. Projects designed to inform the faculty:
   - Faculty meeting report
   - Inform-your-teacher weeks
   - Weekly interview project
   - Letter-to-the-teacher project
   - Invitations to faculty members to work on committees

8. Projects designed to inform the community:
   - Meet-your-merchant week
   - Special issues of the newspaper
   - School-community day
   - Special invitations to assemblies, etc.
   - Neighborhood newspapers
   - Contact with civic groups
9. Projects designed to inform the student body:
   - Poster campaigns
   - Open meetings
   - Special issues of newsletter
   - Posted minutes
   - Reports to homerooms
   - Suggestion box listings and reactions
   - Bulletin boards
   - Assemblies
   - Questionnaires and surveys
   - Public address announcements

Guidelines for Group Communications/Public Relations

Continuous information must be published. Not just monthly, but weekly and perhaps daily information must be produced if it is needed.

Organized efforts must be shown. You can't hope to organize a project or function unless your group is organized.

Maintain a positive approach about your projects and ideas when you are communicating.

Mention all specific information to inform people completely. Too many details may be confusing, but you should be specific and complete.

Understand all the details yourself before trying to relate them to others.

News must be accurate in publications.

Involvement is the key. There is no rule that says only members of your organization or a specific committee can or should be involved. Involve others and you will gain their support.

Capture the interest of all in any creative manner that you can.

Adaptability is important. Organize your efforts, but be flexible enough to work with last minute changes that may arise.

Teamwork is essential. It takes all members communicating and the whole group working together for success to get complete coverage and publicity.

Eliminate no person or group from your efforts to inform.

Put these steps together and they spell COMMUNICATE!

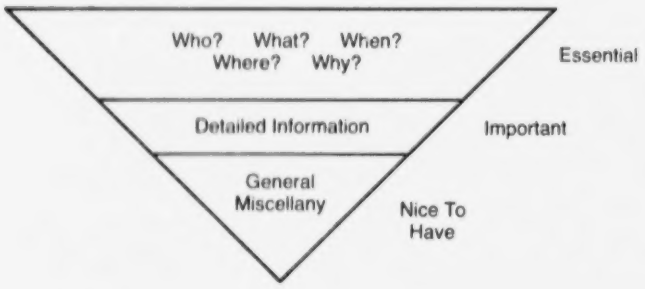
The World's Shortest Course in Journalism

1. Type your story on one side of the paper only, using 8 1/2 x 11" paper.
2. Double space.
3. Leave the top third of the first page blank, except for source information.
4. Source information should be placed in the top left corner of the first page and should include:
   - The full name and address of your organization (school)
   - The writer's name
   - A telephone number (night and day if necessary) where the writer can be reached.
5. End each page with a complete paragraph.
6. Make it short. If a second page is necessary, always indicate "MORE" at the bottom of the first page.
7. Use any of the following marks to indicate the end of the story:

   ### -30- XXX ***

8. Leave generous margins all around.
9. Consider the deadlines of the local press when planning and writing your story. Get the story in as far in advance as possible.
10. Send the news to your local reporter, by name.
11. Always use first and last names, and identify every person mentioned.
12. Go easy on the adjectives.
13. Use short words, short sentences, short paragraphs.
14. If you don't see your story in print when you expect it, *ONE* follow-up call to the reporter is acceptable. Find out why it didn't run. You may learn something that will help you next time.

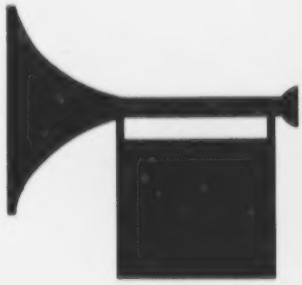
When editors cut a story because of space limits, they begin at the bottom of your story. The following is an example of the order your story should follow:



Public Address (P.A.) Announcement

The object of a P.A. announcement is to be informative and to reach many people. The basic information needed in a P.A. announcement includes:

- Dates to be announced on the P.A.
- Organization sponsoring event
- Event
- Time
- Cost
- Place
- Day/Dates



Creativity is the key to making your P.A. announcements successful. Creative, effective P.A. announcements are not generated by one person day after day. Find out who the artistic or dramatic people in your organization or school are and ask them for help. Make your announcement more creative by:

- Reading it with a group
- Singing it
- Reading it as a poem
- Reading it as a riddle
- Reading it as a dialogue, or conversation
- Using sound effects
- Taping music for the background

Once you have written your P.A. announcement:

1. Test it out and get feedback on its effectiveness
2. Rework it if the feedback calls for it
3. Rehearse it

Poster Pointers

Your poster should include the following information:

- Name of event
- Cost of event
- Day/Dates
- Time
- Location
- Sponsoring organization

Keep your message simple, clear, and direct. Include only the essential information.

Use bright colors, bold letters, different shapes, and as much white space as possible. Posters should be at least 11″ x 14″ and clear enough to catch the eye.

Uniformity is reinforcement. A theme, slogan, or symbol on all of your posters gives viewers something to identify with your activity. The average audience must be presented information at least seven times to remember it.

Location is critical, so choose areas of your school or community that receive a high concentration of activity. Place your posters slightly above eye level.

Use the technique that fits your timetable and budget. Printing, silk screening, magic markers, paints, crayons, and patchwork are all possible poster methods.

Take all posters down immediately after your activity is over. People quickly learn to ignore all posters, regardless of how attractive they are, when they become accustomed to seeing many irrelevant, outdated posters.

Preparing an Oral Presentation

- *Relax!*
  Adopt the attitude that you believe in what you are doing and you have the expertise to do it.
- *Get the facts.*
  Nothing will serve you better than to be able to cite specific information. It gives instant credibility and is basic to your project presentation.
- *Talk to people who have tried your idea.*
  If the idea worked, the tips these "veterans" can provide will see you through many potential problems. If it didn't work, know why and have a solution ready.
- *Put the specifics on paper and document your sources of data.*
  The paper you hand to the audience will stand strong, even if your oral presentation is shaky. Have enough copies for all members of the group you are addressing.
- *Know your opposition.*
  Ask yourself all the questions which may be put to you and answer them in a way designed to satisfy the audience. There can be a big difference between the things you are pushing and the things the listeners are looking for, so look at things from a wider perspective than just your own.

Making Your Presentation

1. Use visual charts where possible and when time permits.
2. Dress in a manner that is not likely to offend your audience.
3. Speak in a variety of tones, not monotones.

Introductions

You may have the opportunity to introduce a guest or speaker on occasion. All introductions should be no longer than 60 seconds. The only situation that might warrant a longer introduction would be when you need to relate a personal experience about the speaker. The story should not take longer than an additional one or two minutes. An introduction consists of three parts:

1. *Opening Statement*

   Opening statements should be concise and direct, such as, "It is my pleasure to introduce to you _____." In most cases it is appropriate to precede the name of the guest with a title, i.e., Mr., Mrs., Ms., Miss, Dr., President, Superintendent, etc. The most appropriate title to use is the one of greatest importance or prestige.

   Other beginning statements could be:

   "It is with honor that I introduce to you _____."

   "I am most happy and delighted to introduce to you _____."

   "We are most fortunate to have with us today _____."

   "We have been waiting a long time to have with us _____."

2. *Primary Content*

   The primary content and majority of the introduction should contain statements that are relevant to the situation or topic that the speaker will address.

   If the speaker's topic is public education, then the speaker's credentials relating to public education should be announced. If the speaker is to talk about sports, then the introduction should focus on his/her achievements in sports.

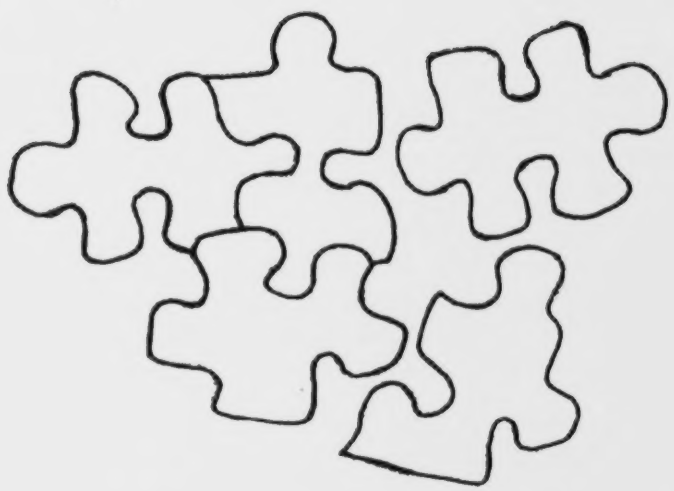
3. *Secondary Content*

   The secondary content relates to other important and relevant information about the speaker. Secondary content could include some, but certainly not all, of the following.

   1. Education
   2. Degrees
   3. Occupations (past and present)
   4. Hobbies
   5. Spouse's name and title
   6. Children
   7. Special training
   8. Books, articles published
   9. Government offices or appointments
   10. Interesting experiences

Organization—Putting All the Pieces Together

While program objectives and member commitment are essential elements of a successful group, the most important quality is organization. Good organization will not ensure the success of a program, but without it the success can be very limited or fail to materialize altogether.



Job Descriptions and Responsibilities

The first step to effective organization is for all members of the group to have a clear understanding of their roles and the roles of other leaders and members. The person responsible for a job must know what that job is in order to perform it well!

Each officer has specific tasks to perform, but even a job description is subject to personal perceptions of what constitutes the job. Obligations and responsibilities of officers, members, and committees should be written down, analyzed, and evaluated each year.

The job description serves a threefold purpose:

1. It ensures that the person holding the job knows the responsibilities of the job
2. It provides the basis for evaluating the performance of the person holding the job
3. It establishes what is important in the total organization so that resources can be organized accordingly.

Duties and Responsibilities of Officers

All officers and members of a group should know and understand their specific duties and responsibilities.

The president or chairman leads and directs the group in its activities; helps to carry out its objectives; and serves as its representative to other organizations.

1. Before a meeting he or she:
   - *Plans* the meeting and *prepares and publishes the agenda* with the help of other officers, committee chairmen, and the adviser. He or she includes what is to be accomplished and how it is to be achieved. Together they determine the type of meeting and procedure to be used. (Ex.: in informal meetings they would decide on the technique to be used, i.e., brainstorming, role playing, etc.)
   - Delegates responsibilities.
   - Checks notifications, committee reports, business items.
   - Checks meeting place, equipment, etc.
   - Arrives in the proper frame of mind, knowing that planning and preparation are complete.
2. The president brings to the meeting:
   - A notebook containing the constitution and by-laws, parliamentary procedure authority, a calendar, schedule of activities, and a list of members and committees.
   - Gavel, the symbol of office, used judiciously to obtain and maintain order.
   - All materials needed: agendas, pencils, paper, etc.
   - Knowledge and skills, integrity, friendliness, sense of humor, and a positive attitude.

3. During the meeting the president:

- Calls the meeting to order.
- Follows the agenda and brings up items in logical order.
- Leads the discussion.
- Has a working knowledge of parliamentary procedure and other group techniques.
  —Decides points of order, states the question, and announces the vote
  —Votes *only* in case of a tie
  —Recognizes members who wish to speak
  —Allows equal opportunities for members to express opinions
  —Accepts reports.
- Organizes and directs the work of committees through the chairmen.
- Keeps a favorable climate in the meeting.
- Encourages and sets an example in leadership, citizenship, and courtesy.
- Stands
  —To call the meeting to order
  —To state motions
  —To announce the result of votes taken.
- Sits
  —During the meeting
  —When minutes are read
  —During discussion
  —During reports.
- Listens attentively.
- Praises and thanks groups.
- Summarizes and evaluates often.
- Makes it the group's meeting.

4. After the meeting the president:

- Evaluates the meeting, the group, and his or her role; the achievements and the processes.
- Checks reports and minutes.
- Sets the machinery in motion for the next meeting.
- Reports to and consults with the administration.
- Lists items to be researched.
- Checks work of committees.
- Follows through on recommendations and actions taken.
- Prepares for future activities.
- Sees that the meeting room is put in order.

The chairman (a diplomat, parliamentarian, psychologist, and well-balanced person)

- Always refers to him or herself as "the chair."
- Takes part in debates only on rare occasions (relinquishes the chair).
- Never unnecessarily interrupts a speaker.
- Dresses neatly, makes a positive appearance.
- Always pays strict attention to what is happening.
- Knows his or her role, and his or her job.
- Gains and holds the support of the group
  —Makes members feel important
  —Shares work with many
  —Makes decisions democratically.

1. The chairman has the right to:
   - Demand that all motions and resolutions be written before they are formally presented.
   - Recognize members.
   - Vote in case of ties.
   - Refuse to accept frivolous or dilatory motions.
   - Declare debate closed.
   - Order a standing vote or show of hands.
2. It is the chairman's duty to:
   - Call the meeting to order.
   - Make rulings.
   - State motions.
   - Sign minutes.
   - Appoint tellers for voting and announce the results.
   - Announce agenda for the meeting and the order in which business is to be acted upon.
   - Recognize members.
   - Adjourn in an emergency.
   - Always declare the meeting adjourned.

The Vice-President:

1. Has the same requirements and knowledge as the president.
2. Is able and willing to take over for the president.
3. Should have important and specific committee activity assignments.
4. Can serve as the most significant leader within the committee structure.

The Treasurer:

1. Keeps an accurate and complete record of all money collected and spent.
2. Prepares a budget for council-administration approval, usually with assistance of a committee.

3. Presents reports regularly to council and administration.
4. Works closely with the school treasurer.
5. Prepares an annual fiscal report.

The Corresponding Secretary:

1. Reports, files, and answers all correspondence.
2. Keeps a file of clippings and relevant documents.
3. Writes notes of courtesy, thank you, congratulations, etc.
4. Keeps copies of activity calendars and special events.
5. Communicates clearly.

The Recording Secretary (the official memory of the group):

1. Before the meeting:
   - Notifies members of the meeting.
   - Assists with the preparation of the agenda.
   - Has the minutes of the last meeting neatly typed.
2. During the meeting:
   - Takes attendance and keeps permanent records.
   - Takes complete minutes: states clearly what took place, including the following:
     —Name of organization
     —Date and place of meeting
     —Who was presiding
     —Disposition of the minutes
     —Reports of committees (reports filed)
     —Records of all motions and results
   - Reads minutes clearly and distinctly and with enthusiasm.
   - Assists the chairman.
3. After the meeting:
   - Rewrites and types the minutes (corrections are made in the margin next meeting).
   - Sees that all who should have a copy of the minutes receives one.
   - Checks with absentees.
   - Files reports.
   - Makes any necessary publicity reports.

Delegating work and responsibilities to small groups results in greater efficiency and involvement. Therefore, items of business or special projects that cannot be handled immediately or effectively should be referred to standing or special committees.

The Committee

Committee members may be appointed, chosen from volunteers, or elected by the members of the entire group. The committee should be a

congenial group, yet represent several points of view. The chairman of the committee may be appointed by the president or elected by the group itself or the council.

The size of committees may vary according to the project and the scope of work to be accomplished. Smaller groups work more effectively: five to seven constitute a workable number. Committees should be large enough to represent a variety of opinions yet small enough to make meeting schedules possible.

The meetings should be regular. Committees may use informal procedures appropriately designed to get the job done.

Reports must be prepared and presented to the council by the committee chairman or secretary. These may be progress reports or recommendations resulting from study.

Several kinds of committees are:

1. *Standing:* usually elected or appointed for the entire year. Some examples are programs, elections, and school spirit committees.

2. *Special:* appointed for a specific purpose. When the purpose is accomplished, the committee is dismissed. Committees may be appointed to investigate or to act for the entire group.

3. *Executive:* usually composed of officers, chairmen of committees, or an elected board. This group assists in planning meetings and initiating and organizing activities. Reports from this group are compiled by the secretary from the minutes of their meetings.

The duties of the **committee chairman** are to:

- Understand the purposes of the committee and inform the members.
- Plan and call meetings with the president of the council.
- Investigate, delegate, arrange, and act with the group.
- Preside at meetings and lead the group.
- Report progress to membership.
- Represent the group to others.
- Report recommendations and actions of the committee to membership.

Committee members should:

- Understand the purposes of the committee and the methods for achieving and evaluating activities.
- Share the responsibility with the leader in making the meeting successful.
- Understand their responsibility in the group and to their constituents.
- Understand parliamentary procedure and other leadership techniques.
- Sound out student opinion and carry responsibility.
- Be interested, enthusiastic, and able to honestly follow through.
- Be willing to place group objectives above personal objectives and be able to accept the majority position and support.

Committee reports should include the following information:

- Name of the committee, name of the chairman, and names of the members
- Date that work was begun, number of meetings held, and list of supplies with the amount, cost, and where obtained
- Committee activities
- Evaluation
- Committee suggestions
- Signature of chairman or committee spokesman or secretary.

Membership Responsibilities

The officers of an organization are not the only ones who have responsibilities. Each member is a vital part of the organization and has an obligation to take an active and informed part in the proceedings of the organization's meetings.

A good member:

- Shows respect for other members by being on time and bringing necessary equipment to the meetings.
- Accepts the responsibility of sharing in the business at hand when a meeting convenes. Understands that participation is essential.
- Tries to get other members to express their ideas for the benefit of all, even if it means less time for presenting personal ideas.
- Participates according to the "Golden Rule." Listens appreciatively to other's ideas and contributions.
- Gives constant, active attention to the group's activity during the meeting.
- Knows the purpose of the meeting and helps keep the ideas on track to get things done.
- Earns the right to give constructive criticism freely by accepting it honestly.

A poor member:

- Breaks the spirit of a meeting by always arriving late and unprepared. Keeps completely to self or creates conflict during the meeting.
- Lets everyone else do it. Fails to understand the active role which a good member must play. Is content to let others do the work.
- Feels so proud of his or her own ideas that this person dominates discussions without concern for others.
- Does not listen to others or is impatient, sarcastic, or belittling.
- Ignores others by sitting apart from the group or forming whisper groups with neighbors.
- Has a fuzzy idea of purposes but thinks that just being there is sufficient.
- Undermines the group and its objectives with petty criticism.

- Checks on assigned responsibilities and receives guidance and authority to carry them out.
- Accepts responsibilities, committee posts, etc., but forgets about the assignment.

Conducting Meetings

Many skills are essential for successful meetings. The use of parliamentary procedure provides rules and customs for making decisions, but other things must also be done to ensure a successful meeting. For example:

- The room must be prepared
- An agenda must be available
- People must be notified and informed
- Objectives must be stated
- The group process must be initiated and supported.

Every meeting must have a purpose acceptable to its participants. Members need to know their responsibility and authority, as well as their limitations. Meetings must be related to the goals of the group and relationships among and between members must be encouraged, strengthened, and utilized in group achievement.

An organization must have well-planned meetings in order to be effective and to accomplish its goals and objectives. It is in meetings that attitudes are created and developed as the members formulate policies, make decisions, and discuss ideas. Meetings should be held regularly and scheduled at times when members can participate.

General Principles for Meetings

1. Be familiar with the constitution and bylaws and the concept of their group's activities as part of the total school curriculum.
2. Review the purposes, goals, and objectives of your organization and the kinds of activities that may assist in accomplishing them.
3. Be familiar with school policies and administration guidelines regarding student activities.
4. Understand the relationship of your organization to other organizations in and outside of school.
5. Have a basic handbook for all members of your organization that includes the above items as well as job descriptions, and to which agendas, minutes, and other special information may be added.
6. Always follow a business procedure during meetings.
7. Plan meetings cooperatively with the officers, members, and adviser.
8. Give everyone the opportunity to present ideas and views without being put down.
9. Notify all members in advance of meeting dates and times.
10. Inform in advance anyone who will be expected to make a presentation, give a report, etc., so they may be well-prepared and ready for discussion.

11. Prepare an agenda with the help of the officers and give it to each member prior to the meeting.
12. Be sure an adequate meeting room with good lighting and room for storage of records and materials is available.

The development of a meeting agenda and record can be one of the best management techniques for making meetings run smoothly and efficiently. Good record keeping and preservation is also essential to clarify action taken and to serve as a valuable resource for future officers and members. Some sample forms for officer use are included at the end of this chapter.

Common Problems in the Meeting Process

1. Problems Planning Meetings:
   - Inaccurate data
   - Lack of involvement
   - Non-functioning visual aids and/or equipment
   - Lack of variety
   - Lack of purpose/agenda
   - No contingency plans
   - Unbriefed resource person/speaker
   - Poor agenda
   - Time mismanagement
   - Poor publicity.
2. Problems During Implementation:
   - Unshared agenda
   - Non-interactional seating arrangements
   - No activities for early arrivers
   - Long-winded introductions/speakers
   - Reliance on one expert
   - Long breaks
   - Failure to deal with feelings of participants
   - No recording of meeting
   - No follow through
   - Hidden agenda
   - Poor participation.

Agenda

Both of these lists include items about agendas. Clearly, having a well-prepared agenda that is followed during the meeting is important to its efficient progress.

An agenda should be:

1. Planned with officers and members

2. A written outline of plans for the meeting
3. Listed in the order in which items are to be handled during the meeting, so if time runs out the most important matters will have been addressed.
4. Flexible; changes may be made with the consent of the group.
5. Usually in the following order:
   - Call to order
   - Roll call
   - Reading and approving minutes
   - Reports of officers
   - Reports of committees: standing and special
   - Unfinished business
   - New business
   - Program announcements
   - Adjournment.

Parliamentary Procedure

Now that everyone is clear about his or her role and the agenda, one of the best ways to keep your meeting on track is parliamentary procedure.

Advantages of parliamentary procedure are:

1. Justice and courtesy are extended to each person.
2. Only one item of business is considered at a time.
3. The majority opinion is maintained.
4. The rights of the minority are respected.
5. This is the oldest and best known technique for conducting business (a standardized code.)

Disadvantages of parliamentary procedure are:

1. It may become so complicated that it obstructs, restrains, or hinders group discussion or action.
2. It is not universally known or understood.
3. It may not be the best technique for securing ideas and suggestions in regard to the problems involved.
4. It does not encourage creativity.

Student leaders have specific responsibilities for parliamentary procedure:

1. **Presiding officers: president and vice-president**
   - Call the meeting to order
   - Recognize members
   - Re-state questions
   - Announce results of voting
   - Decide on points of order

2. **Secretary**
   - Records facts, decisions
   - Puts items of business considered in writing
3. **Treasurer**
   - Reports on financial condition of the group
   - Advises on the amount of funds available for specific projects
4. **Committee chairmen**
   - Responsible to council
   - Responsible for committee meetings
   - Responsible for committee reports
   - Responsible for assignment from council
5. **Members**
   - Use the rules to the best advantage of the group
   - Is informed about the basic rules
6. **Parliamentarian**
   - Assists the officers with interpretation of the rules
   - Teaches rules to the group at the beginning of each year

How it works:

I. THE MAIN MOTION

A. Definition: The main motion is the major proposal or suggestion for action. It is the only way to bring business before the group.

B. Example:

Member: The Member rises, remains standing, waits for recognition, and addresses the chair. "Mr. President?" or "Madam Chairman."

Chairman: Recognize member. "The chair recognizes (member's name if known.)"

Member: State the motion. "I move that . . ." or "I move the adoption of the following resolution."

Member 2: "I second the motion." Seconding member need not address the chair, be recognized, or rise.

Chairman: State the motion. "It is moved and seconded that . . ." "Is there any discussion?" Members wishing to speak for or against the motion must rise, address the chair, and be recognized. Members generally speak only once, and limit their remarks to pertinent comments. When there seems to be a lull in the discussion the chairman may ask, "Are you ready for the question?" or "Is there any further discussion?" If no one objects, the chairman puts the motion to vote.

Chairman: The chairman again repeats the motion. "It has been moved and seconded that . . ." "All in favor of the motion say 'Aye'." "All those opposed say 'No'." The chairman then announces the results. "The motion is carried." or "The motion is lost." If the chairman is not sure of the vote, he may ask for a show of hands or a standing vote. On some important matters there may be a need for a roll call vote.

C. Summary: Any member may make a motion after securing the floor and being recognized by the chairman. A motion is out of order if other business is on the floor. A second is needed. The motion is debatable, can be amended, and needs a majority to carry.

II. SUBSIDIARY MOTIONS

A. Definition: The subsidiary motions in some way alter or change the disposition of the main motion. They are always acted upon before the main motion.

B. Rank Order: Each subsidiary motion may be acted upon in the order listed below. *The further down the list, the higher the priority.*

1. *Postpone Indefinitely:* "I move the matter be postponed indefinitely." A second is required; it is debatable; a majority vote is needed. It is not amendable. This motion gives the opponents of a motion an opportunity to test their strength without risking a vote on the main motion. If they carry the motion, they can, in effect, kill the motion. If they lose, they still have a chance on the main motion.
2. *Amend Motion:* An amendment to a motion may be made by deleting and/or adding to the main motion. It cannot be contrary to the spirit of the original motion. "I move to amend the motion by striking out the word(s) . . . . and inserting the word(s) . . . ." A second is required and it is debatable, and can be amended. A majority vote is needed.
3. *Substitute Motion:* A substitute motion ranks as an amendment to the main motion. Its purpose is to strike out the entire motion and insert in its place a more satisfactory motion. The procedure is the same as for an amendment. "I move the following substitute motion: (state the substitute motion)."
4. *Amend Amendment:* In general the same procedure as for an amendment to main motion; however, it is not amendable. It pertains only to the original amendment and cannot refer to any part of the main motion not included in the original amendment. There can only be one amendment to each amendment.
5. *Motion to Refer:* Generally the motion to refer is made to a committee. "I move that this matter be referred to the (state name of the committee)." A second is required; it is debatable and amendable, and requires a majority vote.
6. *Postpone to Set Time:* "I move that we postpone consideration of this motion until (state time)." A second is required, it is debatable and amendable, and requires a majority vote.
7. *Previous Question:* The purpose of this motion is to close debate and vote immediately on any and all pending questions. "I move the previous question, namely the main motion." A second is needed; NOT debatable or amendable, and requires a two-thirds vote.
8. *Limit Debate:* The purpose of this motion is to define the number and time of speeches or speakers. "I move that we limit debate on this question to (time)." A second is needed; it is not debatable, but may be amended, and requires a two-thirds vote.
9. *Table:* The purpose of this motion is to dispose of troublesome questions which will need long debate in order to deal with more important matters. "I move that we postpone consideration of this motion until (state time)," or "I move the question be laid on the table." A second is required; it is *not* debatable or amendable, and requires a majority vote.

III. PRIVILEGED MOTIONS

A. Definition: Privileged motions are of such importance or urgency that they outrank all other motions.

B. Rank Order: The following rank order is suggested. The further down the list, the higher the priority. They are all undebatable.

1. *Orders of the Day:* The purpose of this motion is to bring the group back to the agenda or planned program. "Mr. Chairman, I call for the order(s) of the day" or "I move the consideration of the item on the agenda, namely (state)." A second is not required; it is not debatable or amendable; a majority vote is needed.
2. *Questions of Privilege:* This relates to the personal rights, privileges, and comfort of the members. Business must continue after matter is cared for. A member may interrupt a speaker. He stands and says "I rise to a question of privilege (states question)." The chairman generally decides whether to proceed as requested or to declare suggestions out of order. It is not debatable, amendable, or voted upon.
3. *Recess:* The purpose is to hold an intermission for meals, counting ballots, etc. If carried, the recess begins immediately. A second is required; it is not debatable, but is amendable only as to the length of time to recess. A majority vote is needed.
4. *Adjourn:* The purpose is to adjourn to a fixed time or until the next regular or special meeting. "I move we adjourn until (state date, time, and place)." or "I move we adjourn." A second is required; it is not debatable, and is amendable only as to date, time, and place. A majority is needed.

IV. INCIDENTAL MOTIONS

A. Definition: Incidental motions concern matters of procedure arising out of business and must be settled at once.

B. Examples:

1. *Point of Order:* This means that there has been a breach of parliamentary rules, the constitution, bylaws, etc. It is in order at any time; member may interrupt speaker. The point of order is usually decided by the chair without discussion.
2. *Appeal from Decision of the Chair:* Used when it is thought the chairman made a wrong decision. Must be made immediately after decision and settled by vote. "I appeal from the decision of the chair (state appeal)." This motion requires a second, is debatable, and needs a majority vote. It is not amendable.
3. *Suspend the Rules:* An agreement to temporarily waive rules of order for a specific reason. "I move to suspend the rules in order to . . . ." A second is required and it requires a two-thirds vote. It is not debatable or amendable.
4. *Object:* This is used to avoid consideration of an embarrassing, irrelevant, or contentious motion. Must be made before any debate. "I object to the consideration of this motion." It is permissible to interrupt the speaker. A second is not required; it is not debatable, and a two-thirds negative vote is needed.
5. *Division of the House:* Verifies by a standing vote, one just taken by voice or hand. The speaker rises and says, "I call for a division of the house." Chairman decides and proceeds. If abused, the chair may declare the speaker out of order. A second is not required; it is not amendable or debatable.
6. *Parliamentary Inquiry or Information:* A request for information. "I rise to ask a question (states question)." The chairman may refer the question to the parliamentarian, or answer it himself.
7. *Permission to Withdraw Motion:* A request that a motion be withdrawn must be made by person making the motion. Presiding officer decides.

8. *Close Nominations:* Purpose is to close nominations. It must be seconded, but cannot be discussed. A two-thirds vote is needed.

V. UNCLASSIFIED MOTIONS

A. Definition: Unclassified motions are those which are not classified above. These cannot be made if any other matter is pending.

B. Examples:

1. *Take from the Table:* This motion brings up for consideration a previously tabled motion. May be used after some other business has intervened but not later than the next meeting. A second is required; it is not debatable or amendable, and needs a majority vote.

2. *To Reconsider:* This motion must be made by a person who voted with the prevailing side of the motion. "I move to reconsider the motion that . . . ." A second is required and a majority vote is needed. Generally it is done later in the meeting after new facts have been presented, or not later than the next regular meeting.

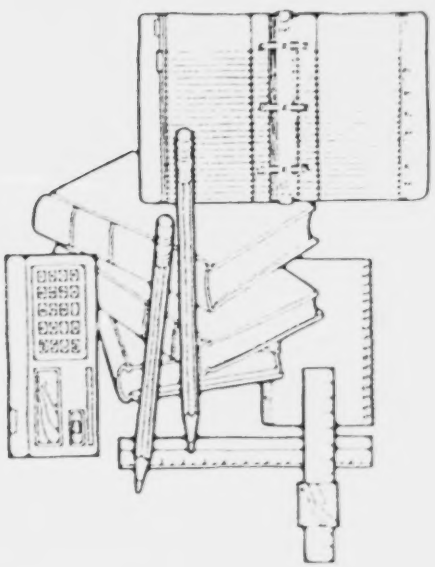


Chart for Handling Motions—I

TYPES OF MOTIONS	INTERRUPT SPEAKER	SECOND REQUIRED	DEBAT-ABLE	AMEND-ABLE	VOTE NEEDED	RECON-SIDER	REMARKS	EXAMPLE
MAIN MOTION	NO	YES	YES	YES	MAJ.	YES	Introduces business or states a proposal for group action.	I move that the club sponsor a dance Friday, November 7.
SUBSIDIARY[1] MOTIONS Postpone indefinitely	NO	YES	YES	NO	MAJ.	YES[2] or NO	Used to test the strength of the main motion. If the motion carries, the main motion is lost.	I move the matter be postponed indefinitely.
Amend motion or substitute motion	NO	YES	YES	YES	MAJ.	YES	Ways to amend: insert, add to, strike out, or strike out and insert. Substitute motion replaces main motion if passed.	I move to amend the motion by striking out the words, "Friday, Nov. 7" and inserting the words, "Saturday, Nov. 22," or, I move the substitute motion, namely, that the dance be on the "22nd of November."
Amend amendment	NO	YES	YES	NO	MAJ.	YES	Pertains only to the part that has been included in amendment.	I move to amend the amendment by striking out the words "Saturday, Nov. 22" and inserting the words, "Oct. 25."
Refer to committee	NO	YES	YES	YES	MAJ.	YES[3]	May be assigned to a standing committee or to a committee to be appointed or elected with instructions to investigate, recommend, or take action.	I move that we refer this matter to the social committee.
Postpone to a definite time	NO	YES	YES	YES	MAJ.	YES	Purpose is to delay action to some specific time.	I move to postpone action on this matter until our next meeting.
Limit debate previous question	NO NO	YES YES	NO NO	YES NO	2/3 2/3	YES NO	Applies to main motions only, except when others are specified. Purpose is to limit or stop debate.	I move the previous question, namely, the main motion.
Table	NO	YES	NO	NO	MAJ.	NO	Purpose is to postpone for more pressing business until later in the meeting or until next meeting. See: To Take from Table.	I move to table the motion.
PRIVILEGED MOTIONS[4] Orders of the day Refer to the agenda	YES	NO	NO	NO	MAJ.	NO	Demand conforming to agenda.	I call for the orders of the day; or, I move that we consider the topic on the agenda, namely. . . .
Question of privilege	YES	NO	NO	NO	CHRMN.	NO	Purpose is to bring up an urgent matter on rights of members, i.e., noise, disturbance, etc.	I rise to a question of personal privilege.
Recess	NO[5]	YES	NO	YES	MAJ.	NO	Intermission as for meals, counting ballots, etc.	I move we have a 10 minute recess to count the ballots.
Adjourn	NO[5]	YES	NO	NO	MAJ.	NO	Purpose is to terminate the meeting.	I move we adjourn.

[1] Subsidiary motions change in some way the main motion. They have precedence in the order in which they are listed. The further down the list, the higher the priority.
[2] Yes, if positive. Negative vote cannot be reconsidered.
[3] Motion to refer to a committee can be reconsidered only before committee has begun consideration of the question.
[4] Privileged motions have precedence over main motions. The further down the list, the higher the priority.
[5] May interrupt in an emergency. Privileged when other business is before the house; otherwise, treat as a main motion.

Chart for Handling Motions—II

TYPES OF MOTIONS	INTERRUPT SPEAKER	SECOND REQUIRED	DEBATABLE	AMENDABLE	VOTE NEEDED	RECONSIDER	REMARKS	EXAMPLE
INCIDENTAL MOTIONS[6] To rise to a point of order	YES	NO	NO	NO	CHRMN.	NO	This means that the person feels that there has been a breach of parliamentary rules or decorum.	I rise to a point of order. (state point) I believe that it is not within school policy to hold school-sponsored dances outside of the Village of Chagrin Falls.
To appeal from the decision of the chair	YES	YES	YES	NO	MAJ.	YES	Must be made immediately. Used when it is thought that the chair has made an incorrect decision.	I appeal from the decision of the chair. (State appeal.)
To suspend a rule	NO	YES	NO	NO	2/3	NO	An agreement to temporarily change the order of business. If there is no objection, the chairman may call for a vote.	I move to suspend the rules in order to allow the speaker his full thirty minutes.
Object to consideration of motion	YES	NO	NO	NO	2/3 NEG.	NO	Applies to main motion only, and must be made before any debate.	I object to the consideration of this motion.
Division of house	YES	NO	NO	NO	CHRMN.	NO	Verifies by hand, standing, or roll call vote the decision of the chair.	I call for a division of the house.
Parliamentary inquiry information	YES	NO	NO	NO	CHRMN.	NO	An inquiry or request is addressed to the chair, but if permission is granted may be addressed to other members of the group.	I rise to a parliamentary inquiry, or, I rise for information (state question): or, May I have the chair's permission to ask a question? (State the question).
Withdraw motion	NO	NO	NO	NO	CHRMN.	NO	A withdrawal of a motion is made by member making motion before discussion or with general consent before the vote.	I request permission to withdraw my motion, namely . . . (state the motion).
To close nominations	NO	YES	NO	YES	2/3	NO	The chairman may close nominations without a vote after giving the group the opportunity to make more nominations.	I move the nominations cease.
UNCLASSIFIED MOTIONS[7] To take from table	NO	YES	NO	NO	MAJ.	NO	The purpose is to bring up for debate motions which have been tabled earlier.[8]	I move the motion, namely (state motion), be taken from the table.
To reconsider	YES	YES	YES[9]	NO	MAJ.	NO	Motion to reconsider may be made only by a person who voted on the prevailing side. Must be made during meeting or at next meeting.	I voted with the prevailing side of the motion which (state motion), and move to reconsider the action taken; or, move to have the matter reconsidered at the next meeting.
To rescind or repeal	NO	YES	YES	YES	2/3 (unless previous notice is given)	YES	The purpose is to rescind or repeal previous action. May be done with majority vote if prior notice is given.	I move that we rescind the motion (state motion), which was passed at the meeting of (date).

[6] Incidental motions have equal rank. They have no precedence or priority except to those motions to which they apply.
[7] Unclassified motions cannot be made if any other motion is pending. They concern action which has been taken or deferred.
[8] Must be made during the meeting or at the next meeting.
[9] When motion is debatable.

Maria Cameron, Adams City High School, Colorado

Alternatives to Parliamentary Procedure

If your small group chooses not to follow the strict form of parliamentary procedure, it might use some form of "interactional discussion." Interactional discussion in small groups involves direct, easy interchange. Members speak up without waiting for recognition by the leader, and each communicator is aware of every other person and his or her reaction.

Interactional discussion has many variations. Among them are: informational conferences, roundtable discussions, panel discussions, symposiums, buzz groups, cooperative investigation, brainstorming, operation under house rules, lecture-presentation, and open forums.

Informational Conferences

An informational conference is a scheduled meeting at which all participants share their personal knowledge or experience to make both the group and the individuals composing it more efficient in their work.

The informational conference differs from the problem-solving conference in that its goal is to produce information only, not to isolate, examine, and solve a problem. It may, however, increase group knowledge about a problem.

Roundtable Discussion

"Roundtable" refers to a closed discussion with an informal organization. It is used by groups that are trying to achieve a specific goal or solve a problem. Members meet, with or without a chairman, and start talking. Their discussion may be structured, with an introduction and a conclusion, or it may be hit-or-miss. There are no auditors or observers.

Panel Discussion

A panel of from three to eight participants is selected to carry on a discussion in front of, and partially for the benefit of, an audience. Their method is a sort of structured conversation, usually, though not necessarily, led by a designated chairman. The audience may be allowed to ask questions or enter into the discussion while it is under way or after the panel has finished.

Symposium

A number of people, often experts in some aspect of the subject under consideration, are each invited to make short speeches. When all have spoken, participants may ask questions or make statements in regard to what another has said. The audience may be invited to join in.

Buzz Groups

After a general presentation or discussion (or even prior to a program), the large group is divided into groups of six or eight persons. Each of these buzz groups is asked to consider a specific question. All of the small groups may be answering the same question, or each may examine a different question, and each group selects a leader and/or recorder.

At the end of the allotted period, the leader of each buzz group presents the group's report to the whole assembly. In this way, every individual takes an active role in deliberation, even though his or her contribution is filtered through the reporter of the buzz unit.

Member satisfaction is increased by this process, and there is usually a noticeable increase in interaction following a buzz session.

The success of this method depends largely on the quality of questions assigned to each small group. The time allowed for the discussion questions in the buzz group should be as short as possible to create a sense of urgency and importance.

Cooperative Investigations

The procedure for this type of group is more formal, as its purpose is more sharply focused. It is designed for situations in which group members have little information about the topic, and no expert is available to lecture on what they need to know. There are usually eight steps to this "do it yourself" exercise.

1. The group meets in advance to elect a leader and to divide the subject into a number of subtopics.
2. So that members can know what each has accomplished, the leader calls one or more advance meetings to review assignments and make final plans.
3. At the beginning of the discussion meeting, the leader analyzes and defines the problem.
4. Each member then presents his or her information in a brief report. The report contains only information, no argument.
5. When the reports are finished, the leader calls for any additional information.
6. The leader concludes the first portion of the meeting by summarizing the fresh pool of information, and then opens the second half by inviting discussion in light of the facts presented.
7. Finally, if the nature of the problem permits, ways and means for putting an agreed-upon solution into operation are discussed.
8. At the conclusion of the discussion, the leader may want to summarize the points of agreement, identify any problems that still need attention, and evaluate the process by which the group reached its understanding.

Brainstorming

The unique purpose of brainstorming is to encourage the creation and expression of original ideas for the solution of a difficult problem.

Since the emphasis is on quantity and not quality, the ideas are not evaluated during the brainstorming session. By taking the pressure of judgment off the group, imaginations can be stirred to move outside well-worn pathways and look for previously unimagined possibilities.

The following ground rules should be strictly enforced in brainstorming:

1. Every person is encouraged to offer as many ideas as possible.
2. Ideas that "hitchhike" on those already offered by someone else are encouraged.
3. *No* criticism or any kind of adverse reaction to any idea offered is permitted.
4. *No* evaluations are made at this meeting.

House Rules

Using house rules is an informal way to structure a meeting. House rules are usually 5 to 20 rules of courtesy and procedure that are determined by the group for its own use. This method provides a simple, flexible framework for groups whose members want an alternative to strict parliamentary procedure.

House rules usually cover the following areas:

- How will decisions be reached? Who makes them?
- How will ideas be presented? When? How many?
- How will ideas be changed?
- How will information be obtained?

Lecture-Presentation

The main purpose of lectures and presentations is information sharing. Information is given, but there should be *no judgment* made on the material.

Information is provided by qualified speakers well versed in the lecture topic. The speakers give their prepared remarks to the audience with little interaction from the rest of the group. After the lecture, an open forum on the topic is usually provided.

Open Forum

An open forum provides the chance for each group member to express an opinion on a topic. The right to speak is available to all members of the group; prepared or impromptu comments may be freely expressed.

This information-sharing method lends itself to discussion of material from a movie, speech, or presentation. Order must be maintained and members are recognized by the leader in order to ensure that the forum process continues.

Project Planning

Effective and successful organizations don't just happen. For a group to be successful and effective, it must be involved in purposeful activities. The organization will have very little impact or influence unless it is doing something meaningful; not just keeping busy, but accomplishing worthwhile goals and contributing to the total education and development of its members and the community.

An organization's success or failure often depends to a degree on the outcome of its various projects. Much planning, work, and effort must go into each project.

Projects should:

- Grow out of the specific purposes and goals of the organization
- Come from genuine student interests, needs, and concerns
- Achieve the organization's purposes and be based on predetermined goals
- Be within the ability and comprehension of the organization's members
- Be planned according to interests of a large number of the members
- Be success-oriented. The time span should be short enough so that the organization can see the results. Interest and motivation can be lost if the project takes too long to show any results.

Types of Projects

There are many different types of projects that your organization might choose to engage in.

Health and Safety

These could be programs designed to bring about better health and safety habits of the school or community.

Human Relations

These might bring about better understanding and relationships between individuals in your school and community, such as taking Christmas baskets to the poor or working with students who have poor grades.

Publications

This project might bring about better understanding of your organization through publicity of its functions, summaries of minutes, handbook, or a monthly activity calendar.

Welfare Fund Raising

These projects would raise funds by helping community drives such as the Red Cross or the March of Dimes.

Whatever type of project your organization decides on, planning it properly will help ensure its success.

The 11 Ws of Project Planning

1. What are you planning to do?
2. Why do you want to do this project?
3. When and where will the activities or events take place?
4. Who will benefit from the project?
5. Who needs to approve the project?
6. When will the basic planning be done?
7. What funds are needed? When will the money be needed? Who will arrange for getting the money?
8. What kind of publicity is needed? When is it needed?
9. What committees are necessary? (List the committees, tasks, chairmen, and deadlines.)
10. Who deserves special thank yous? Who will write the thank-you notes and when will it be done?
11. Was the project worthwhile? How do you know? What would you change next time?

(See exercises e1-e25.)

Project Planning Guide

Name of Project: _____

Proposed Date and Time: _____

Objectives/Goals:

A. *Why* are we doing this project?
   1.
   2.
   3.

B. *Who* will benefit from this project?
   1.
   2.
   3.

C. *Support.* Ask the groups who will benefit from your project to pledge their support.

Needs/Tasks

A. *Fact Finding.* How can your group find out more about the project—its possible good and bad points—in order to be prepared?
   1.
   2.
   3.

B. *Approval.* Whose approval do you need to conduct the project?

	Approval Needed?	Deadline	Person Assigned	Okay?
Principal				
Adviser				
Executive Committee				
General Assembly				
Student Body				
Other				

C. *Resources.* What resources will be needed for this project?

Resources Needed	Where to Locate	Person to Obtain	Okay?
1.			
2.			
3.			

D. *Budget.* This must be clearly planned and itemized.

Item to be Purchased	Anticipated Cost	Deadline	Buyer	Okay	Amount Paid
1.					
2.					

E. *Publicity.* What types of publicity do you need? What will be most suitable to the project and the audience?

	Person Responsible	Deadline	Okay?
Handouts			
P.A. Announcements			
Bulletin Boards			
Newspaper Articles			
Mass Media (radio, TV)			
Other (be creative!)			

Responsibility

Create a task assignment chart, including all the tasks outlined above.

	Task	Committee Responsible	Deadline	Okay?
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____

Double Check

Look over your planning so far in terms of the Four S's of Success:

The Four S's of Success

1. *Significance:* Your project should have a definite, observable purpose and benefit.
2. *Scope:* A project should not be so long-range that it lessens interest.
3. *Stimulation:* Make your project stimulate creativity and capture interest.
4. *Students:* Your project should be interesting to all or most students in your school, not just your group.

Time Line

Complete a time line using the steps and tasks above.

Implementation

Now carry out the project as you have planned!

Wrap-Up

A. *Appreciation:* Remember to say thank you to all the people who gave their time and effort to make your project a success. Use thank-you notes, P.A. announcements, an awards ceremony, or some other approach.

B. *Evaluation:* Evaluation accomplishes many things:
   1. It determines whether you have met your goals.
   2. It provides a record for the future.
   3. It allows people not involved in the planning to give constructive suggestions.
   4. It gives you a chance to view the project as a whole.

Personal Time Management

Organization is not just important to the proper and manageable functioning of a group. Personal management of your time and the activities you use to fill up that time is vital to personal growth and success.
Here are some guidelines for personal time management:

- *Analyze your normal time schedule.*
  1. Determine how much unassigned time you have so you can begin to use it more effectively.
  2. Recognize time-wasters in order to avoid them.
  3. Group similar activities together—telephone calls, letters, errands, etc.
  4. Identify your most creative/productive time of day.
- *Write down specific, attainable goals: intellectual, physical, spiritual, social, family, financial, personal, educational, etc.*

- *Schedule blocks of time to make significant progress on the most important goals.*
  1. Carry a list of "instant tasks" to be done, such as running errands or making phone calls.
  2. Plan each day the evening before; write your plans on a goal sheet.
- *Use "To Do" lists daily, weekly, and long-term. Rank your tasks in order of priority.*
- *Do one thing at a time and resist detours.*
  1. Break down large or unpleasant jobs or goals into manageable units. Being a better student is too big; start with studying math longer each day.
  2. Establish starting times/dates, review times/dates, completion times/date.
- *Plan for the unexpected! Don't schedule every minute of each day.*
- *Learn to say "no" to the phone, to salespeople, to family, to friends.*
- *Use your sleeping time to let the subconscious work. Keep paper and a pen by your bed.*
- *Delegate activities and assignments to friends and associates. Ask people for help and give them recognition.*
- *Commit yourself to others and to yourself to get things done by the deadline.*
- *Determine which things can appropriately be put off or ignored. Perhaps you can put off making signs for the project until the weekend and do your school assignment first.*
- *Handle each piece of paper as few times as possible—try to deal with it immediately—and time your phone calls.*
- *Regularly ask yourself the question, "What is the best use of my time* right now?"

Calendar/Scheduling

One of the most helpful organizational secrets is the development of a master schedule or calendar for your group's activities (or for your personal time management planning).

With the many activities going on in most schools and organizations, it is critical that you develop a year-long calendar. In addition to avoiding conflicts with other activities, it will serve as a guide for your organization (or yourself) to accomplish goals. Check with the individual in charge of the master calendar for your school to learn the procedures for scheduling.

There are a number of ways to build and display the master activities calendar and coordinate it with the overall master school calendar. A common way to build the calendar for your activity is to develop a month-by-month business and program schedule. Items of business and programs to be included can be identified by:

- Reviewing the constitution
- Reviewing the minutes of previous meetings
- Questioning advisers, administrators, and last year's officers
- Checking schedules of community groups or organizations with which you cooperate.

Group Process—Working Together

When you think of school groups, you probably think about student council, honor society, clubs, teams, legislatures, or committees. Most groups, however, are not as rigidly structured as these. Any collection of people, from two to two million, constitutes a group when the people in the group have:

- A common identity
- A common purpose
- Common goals

As a leader, you have both a tremendous influence and a responsibility to your group members. The types and extent of interaction among group members are often determined by your ability to perceive, understand, and influence their interactions. This can be a difficult task, because patterns of group interaction are not static. Groups are constantly changing and evolving.

Group Development

While the precise dynamics of a particular group are determined by many factors, to a large extent all groups undergo four basic stages of development:

1. Forming

A group goes through this initial stage when its members first come together as a collection of individuals unfamiliar with other group members. At this stage, you are instrumental in providing opportunities and a positive environment for initial group interactions.

Start by encouraging group members to introduce themselves. Never assume that people are acquainted, and when you are introducing people, try to think of one or two facts about them that others may find interesting.

2. Storming

Once the group has become acquainted, conflicts may arise over such issues as power, leadership, goals, and attention. These potential problems can be minimized by setting standards and modeling the desired behaviors. Often group members look to each other as guides for standards of behavior, particularly in terms of the acceptable levels of criticism and conflict and the ways in which disagreements are handled.

Make sure that the message you are sending is consistent. Your body language should not encourage behavior that you verbally discourage.

3. Norming

During the third stage, conflicts are resolved and the group begins to function smoothly as a unit. These functions include: working out compromises, encouraging participation, maintaining a conducive environment, and handling individual problems.

4. Performing

In the fourth stage, the group experiences maximum productivity and involvement. The group members recognize each other as being important components of the group.

It is important in the initial stages of group development that you be extremely careful to nurture positive group interactions. In order to do so, make sure that:

- Each contribution to the group is valued
- Everyone listens attentively
- Conflicts are handled without antagonism
- One subject is discussed at a time
- One person talks at a time
- Decisions are made after a thorough discussion of all aspects of an issue
- Everyone is encouraged to participate
- Everyone is encouraged to compromise
- Everyone is accepted, regardless of viewpoint.

Functional Roles of Group Members

Individual behavior in a group can be examined from the point of view of its purpose or function. When a member says something, is he or she (1) primarily trying to get the group task accomplished (task roles), (2) trying to improve or patch up some relationships among members (maintenance roles), or (3) primarily meeting some personal need without regard to the group's concerns (self-oriented roles)?

Several examples of these three types of behavior are:

Task Roles

1. The *initiator-contributor* suggests or proposes to the group, new ideas or a changed way of regarding the group's problem or a goal.
2. The *information seeker* asks for clarification of suggestions made in terms of their accuracy and for authoritative information pertinent to the problem being discussed.
3. The *opinion seeker* asks not for the facts of the case, but for a clarification of the values pertinent to what the group is undertaking or for clarification of values involved in a suggestion or solution.
4. The *opinion giver* states his or her belief or opinion pertinent to a suggestion. The emphasis is on his or her proposal of what should become the group's view, not on relevant facts or information.
5. The *information giver* offers facts or generalizations that are authoritative, or relates his or her own experience.
6. The *elaborator* spells out suggestions in terms of examples, offers a rationale for suggestions previously made, and tries to deduce how an idea would work out if adopted by the group.
7. The *orienter* defines the position of the group with respect to its goals by summarizing what has occurred or raising questions about the direction which the group discussion is taking.
8. The *energizer* prods the group to action or decision and attempts to stimulate the group to greater or higher quality activity.
9. The *recorder* writes down suggestions and makes a record of group decisions. The recorder is the group memory.

Maintenance Roles

1. The *encourager* praises, agrees with, and accepts the contributions of others. He or she indicates warmth and solidarity in his or her attitude toward the other group members and indicates understanding and acceptance of other points of view.
2. The *harmonizer* mediates the difference between other members, attempts to reconcile disagreements, and reduces tension.
3. The *compromiser* operates from within a conflict in which his or her idea or position is involved. He or she offers compromise by yielding status, admitting error, or disciplining him or herself to maintain group harmony or growth.
4. The *gatekeeper* and *expediter* attempt to keep communication channels open by encouraging or facilitating the participation of others or by proposing regulation of the flow of communication. ("We haven't heard

from _____ yet." "Why don't we limit the length of our contributions so that everyone will have a chance to speak?")

5. The *standard setter* expresses ideals for the group to attempt to achieve or applies standards in evaluating the quality of group processes.

Self-Oriented Roles

1. The *aggressor* may work in many ways—deflating the status of others; expressing disapproval of the values; attacking the group; joking aggressively; trying to take credit for another member's contributions.
2. The *blocker* tends to be negative and stubbornly resistant, disagreeing and opposing without or beyond reason and harping on an issue after the group has rejected it.
3. The *recognition seeker* calls attention to himself or herself by boasting, reporting on personal achievements, struggling to keep status in the group, etc.
4. The *dominator* tries to assert authority or superiority in manipulating the group or certain group members.
5. The *withdrawer* tries to remove the sources of uncomfortable personal feelings by mentally tuning out the rest of the group or its activities.
6. *Pairing-up* involves seeking out one or two supporters and forming a kind of emotional sub-group in which the members protect and support each other.

Maintaining Group Cooperation

Successful group action in solving problems and addressing the group's goals often depends on understanding some basic principles about the way people behave in groups and the kinds of behaviors you as a leader should encourage.

1. *Identification with Other Members*
   Try to find out how the other person feels. Don't assume that what you want is what others want, too. Discovering common attitudes among group members is productive.
2. *Participation*
   Encourage everyone in the group to take an active part. Consensus is much better than an unhappy minority. People participate in their own ways, so be tolerant and helpful in encouraging participation.
3. *Democratic Climate*
   Democratic leadership involves more people than a dictatorship. Your job as a leader is to create an atmosphere of honesty and frankness. Keep things moving but allow the group to make the decisions when they are ready to do so.
4. *Individual Security*
   People under pressure may call names, get angry, show prejudice, or behave in other ways destructive to group cohesiveness. Security comes as trust develops within a group.

5. *Open Lines of Communication*
   Explain and listen. Make your messages honest and accurate. Encourage the flow of listening, talking, and responding.
6. *Better Listening*
   Attempt to interpret both the literal meaning and the intention of each speaker. You need to hear what other people say, what they intend to say, and what they would have said if they could have said what they wanted to say!
7. *Handling Hostility*
   Hostility in itself is not necessarily harmful to a group, or even to individual productiveness. People need freedom to express hostility within a group (through channels) because inhibition will decrease the efficiency of the group members.

Delegation

Common Reasons for Not Delegating

1. The feeling that "No one can do it as well as I can."
2. The feeling that you are losing control.
3. The thought that to delegate is to give up power and status.
4. The desire to always call the shots.
5. The fear of having to accept the results of a delegated task.
6. The desire for authoritarian style of leadership.
7. The fear of loss in quality or quantity.
8. The idea that others don't have enough time to do it properly.
9. The desire to keep doing a task that is fun and exciting.
10. The fear of asking other people to do something.

Principles of Delegation

1. Delegate sufficient authority along with the responsibility. When students are delegated a task, they must be given sufficient authority to make decisions, utilize resources, spend money, call the shots, and receive appropriate recognition.
2. When a student leader delegates a responsibility or task to another student, the leader must "back off" and allow the student to complete the task in his/her own manner. It is improper to delegate a task to another person, and then continually interfere in the completion of the task.
3. A top leader should try to delegate as many tasks and decisions to other students as possible. This will allow more time for the leader to become involved in long range planning, evaluation, directing, and supporting.
4. When a student has been delegated a responsibility, it is the leader's duty to see that the student has or will receive the necessary training and tools to enable him/her to complete the task properly.
5. A leader must not allow a follower to reverse delegation. That is, if a follower complains of not being able to complete the task, don't make the mistake of saying, "Okay, I'll do it for you." If a follower needs help, then help him/her, but don't take over the responsibility.

Group Awareness/Observation

All of us spend our lives in groups of various sorts: family, friends, clubs, teams, work, etc. Most of us rarely take the time to stop and observe what is going on within the group or why the members behave the way they do. It is just as important to be an observer of group activity as it is to be an active participant.

Forces Operating Within People

- Ego, alter ego, self-concept
- Personality characteristics
- Basic needs
- Physical and emotional conditions
- Objectives or plans which have nothing to do with the purpose of the group (the "hidden agenda")
- Frame of reference of individuals which can cause misunderstandings
- Willingness to contribute

Forces Acting Between and Among Group Members

- Assumptions regarding others, ideas, or attitudes
- Status—real or assumed
- Degree to which members know, like, or understand each other
- Operational procedures
- Spoken and unspoken ideas and emotions
- Health of the group
- Behavior patterns of individuals

Forces Acting on the Group from Outside

- Total environment, including racial, religious, economic, social, political, and family background
- Physical setting and arrangement of meeting place, including noise, temperature, comfort, visibility, time, conditions, etc.
- Forces generated by the way the members act: voice, mannerisms, attitudes, speech patterns, vocabulary, etc.
- Amount of time available

Content vs. Process

When we observe what the group is talking about we are focusing on the *content*. When we observe how the group is handling the topic (i.e., who talks to whom, is there parliamentary procedure, etc.), we are focusing on the group's process.

Decision-Making Procedures

Groups make decisions all the time, some of them consciously and in reference to the major tasks at hand, and some of them without much reference to group procedures or standards of operation. Start to observe

how decisions are made in your group in order to determine whether the consequences of given methods are what the group members had in mind.

Group decisions are hard to undo. Once someone says, "We decided to do it, didn't we?" opposition usually stops. You can only undo the decision if you can reconstruct it, understand how the group made it, and test whether the method was appropriate or not.

Some methods by which groups reach decisions (with or without formal proceedings) include:

- *The Flop*
  "I think we should introduce ourselves." (followed by silence)
- *The Self-Authorized Agenda*
  "I think we should introduce ourselves: my name is John Doe."
- *The Handclasp*
  "I wonder if it would be helpful if we introduced ourselves? I think it would. My name is Jane Jones."
- *Consensus*
  "Does anyone object?" or "We all agree . . ."
- *Majority-Minority Voting*
- *Polling*
  "Let's see where everyone stands. What do you think?"

Observation and Feedback

One of the easiest aspects of group process to observe is the pattern of communication. What we see gives us clues to other important things that may be going on in the group, such as who leads whom, or who influences whom.

1. Who talks? For how long? How often?
2. Whom do people look at when they talk?
3. Who talks after whom? Who interrupts whom?
4. What style of communication is used: assertions, questions, tone of voice, gestures, etc.?

Feedback deals with specifics, not generalities. Conciseness and candidness are key elements.

(See exercises f1-f10.)

Problem Solving Is Decision Making

When you begin to work with others in groups, to plan a dance or party or a project for the school or community, you become involved in a group decision-making process. Decision making, a process in which you or your group select from among two or more possible choices, is a way to reason through life situations, to solve problems, and to modify behavior.

Most decisions are not simply "right" or "wrong," but effective or ineffective according to whether they have produced satisfactory or unsatisfactory results.

A question that you may be faced with as a leader in your organization is, "Should I make the decision by myself, or should I involve others in the decision-making process?" Here are two questions that may help you decide upon your approach.

1. *Do I have all of the necessary information at hand in order to make a rational and correct decision?*

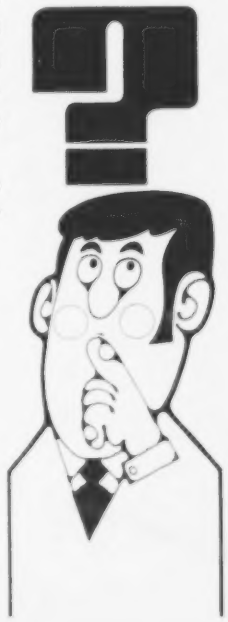
If you have all of the necessary information to make a decision, then it may be appropriate for you to make the decision alone. However, if you do not have sufficient information, then you must involve other individuals who have the information.

2. *If I make the decision by myself, will the other members of the organization accept it?*

If you are reasonably sure that the other members of the organization will fully accept your decision, then it might be appropriate for you to make the decision. However, if you suspect that they will not accept a decision made solely by you, then you must involve them in the decision-making process.

It is often critical in group decision making that everyone in the group has some input into the decision and feels that his or her point of view has been heard. Most of the time everyone in the group will not agree to the decision(s). Then the group needs to come to some sort of consensus in which the members compromise or discuss an issue until they can all agree.

This is an important element in the decision-making process. If people do feel that they have played a role in the group's decision, they are more likely to stay involved with the group and its plans.



Problem Solving as Opposed to Decision Making

Problem Solving—a process of resolving a discrepancy between an actual state of affairs and a desired or ideal state of affairs.

Decision Making—A critical step of problem solving involving the selection of one alternative to be implemented toward resolving the problem.

Problem-Solving Process

- *Identify* the actual state of affairs
- *Define* the desired state of affairs
- *Gather* information
- *Determine* criteria for basing decision
- *Generate* alternatives
- *Decide* (decision-making part of process) on alternatives
- *Plan* how to put your solution into action
- *Implement* your solution
- *Evaluate* the results.

The problem-solving process works equally well for individuals or groups. Groups encounter many situations more complicated than those we can deal with ourselves.

Group Problem Solving

- *Objective Problem Solving* works on the stated job that brought the group together.
- *Group Process Problem Solving* develops the agreements, rules, and controls required for the group to proceed in accomplishing the task.
- *Individual Growth and Personal Meaning Problem Solving* requires the individual, working through the experiences in the group, to assimilate present experiences with past experiences. The success he or she has in processing these experiences is called "individual growth," the "development of individual capacity," or "personality."
- *Subjective Problem Solving* works on the hidden agendas, clique relationships, and other emotional relationships that function within a group.

Seven-Step Problem-Solving Process

1. **State Problem**
   Purpose: To understand what you or the group wants to do but can't and to identify deficits.
   Example: Our organization is not effective.
2. **Define Problem**
   Purpose: To clarify and make a general deficit specific.
   Method: Ask yourself, "What does it mean that I (or we) can't do something? How will I know when the problem is solved? What can I observe that will show problem solution?"

Example: Meetings are not well attended; our president can't run a meeting; we do not have enough publicity; we do not have rules of order. Note that you and your group can observe when meetings are better attended by counting attendance, and that the other problem solutions would be noticeable.

3. **Generate Solutions**
   Purpose: To gather information, to expand ideas and alternatives that answer the question: "How can we . . . ."
   Methods: Brainstorming and research, tradition, advice from students, teachers, administrators, etc.
   Example: How can we increase attendance? Make meetings mandatory; have meetings during school hours; serve refreshments during meetings; remind members of meetings, etc.

4. **Select Solutions**
   Purpose: To choose between alternatives by using decision-making processes.
   Methods:
   a. Individual Decision: To make a quick choice, especially when added information is unavailable or unnecessary.
   b. Group Decision: To make a choice based on the input of others; encourage others to participate in the decision-making process.
   c. Values Clarification: To choose between alternatives based on what is most important to those making the decision.
   Examples:
   a. Individual: The president, committee chairperson, or another person decides on the course of action.
   b. Group: This type of solution selection is accomplished by a group vote or a group consensus.
   c. Values Clarification: By using a worksheet, quantify those elements most important to the group in making a selection between alternatives.

5. **Develop Program**
   Purpose: To develop a step-by-step process to work toward accomplishing the selected solution.
   Methods: Examine the Program Development Worksheet as one possible model of program development. Time lines for the accomplishment of a task are also an example of a method of program development.
   Example: See the example outlined on the sample Program Development Worksheet.

6. **Implement Program**
   Purpose: To take action and complete the program developed.
   Methods: Follow the worksheet, time line, or whatever method of program development you have chosen.
   Example: Program implementation is doing what you proposed to do. Using the example of how to increase attendance at meetings, making meetings mandatory would be an implementation.

7. Evaluation

Purpose: To examine the entire process to uncover what went well and what needed improvement. Evaluation can be formative and work toward program improvement during implementation, or it can be summative and work toward making future programs more effective.

Decision Making

As we mentioned earlier, decision making is a critical part of the problem-solving process. In a group, individuals need to feel that their voice has been heard so that they can "buy" into the group's decision.

The method you use to reach a decision for or with your group will determine the support for that decision later on, whether it was a good one or a bad one.

Consensus

Let's consider a possible decision-making situation. At the end of the year the photography club finds it has an unexpected surplus of $500. The club is split between holding an end-of-the-year picnic or investing the money in needed equipment for the dark room. The club president believes in the "democratic" tradition and puts the matter to a majority vote to resolve the conflict.

This may be democratic, but it is not effective leadership. Group decisions made by voting are *win/lose situations* and are detrimental to group productivity. A decision that leaves a little more than half of the group's members winners also leaves a disgruntled minority of losers. This leads to tension in the group, and decision making becomes competitive within the group.

Win/lose situations interfere with listening; decrease sensitivity to other members; destroy creativity.

A better approach to the voting problem is a *win/win situation*, a technique called consensus. The group members, after a thorough discussion, agree on one or more alternatives. An individual member may not see the final decision as his or her favorite, but it is a good one that he or she will be able to live with and support.

Achieving a Win/Win Situation:

Method #1

1. The problem (or decision) at hand should be defined as a mutual problem that stands in the way of reaching commonly shared goals.
2. Every member must actively participate in the process. All group resources should be used.
3. All members should be effective communicators, willing to listen, understand, and appreciate all ideas and viewpoints.
4. Each spokesperson selects one or two ideas, solutions, or projects that were brought up in the small groups for discussion. The outer circle of representatives should remain silent. No one in the inner circle should ask questions of those on the outside.

5. After 10 minutes of discussion, the spokespersons return to their small groups. Representatives tell them about any important points they missed, how they felt about the other groups' ideas, and anything else that may contribute to a decision.
6. Spokespersons then return to the circle to work out a final decision, keeping in mind the opinions of their small groups.

Method #2

1. Each member of the group (for sake of example, say there are 16) lists in order of importance, the six (also arbitrary number) possible solutions, ideas, or projects they would like to see the group select.
2. Eight groups of two people each are formed. Each group should list its six solutions, using the ones developed by the individuals as their basis for discussion.
3. Four groups of four people are formed. Each group again ranks the six top solutions, using what each group of two developed as the basis for discussion.
4. Two groups of eight follow the same procedure as above.
5. Finally, the group is reunited as one, and all 16 (or however many members there are) individuals discuss until they come up with one final list or item.

Checklist for Implementation

Once you have selected the solution to your problem, the next step is implementation. At this point you must move from the theoretical to the practical world. To help you through the planning and implementation process, here is a "Rampla"—Spanish for ramp. Keep these points in mind as you move into action.

Roadblocks

- What problems might arise for which I should be prepared?
- Is there a back-up plan which I could use if the original idea fails?

Acceptance

- In what ways can I gain acceptance of the idea?
- Who are the most important people I need to convince?
- Who are the key people who might help lobby for the idea?
- What are the advantages to others of accepting the idea?
- What objections can I foresee others having? In what ways can I overcome these objections?

Mechanical Adjustments

- What time would be best for putting the idea into practice?
- Prepare a list of deadlines that should be met if the solution is to be effectively implemented.

Precautions

- How can I pre-test the idea?
- Have I consulted all of the people who will be affected or interested in the solution?

Location

- Where are the best places for putting the idea into practice?
- How can I modify the available location?

Assistance

- How can others be of help?
- What do I need others to do?
- Who are the specific individuals who might be useful?
- How can I show my appreciation to those who assist me, encouraging their future support?

Blocks to Creative Problem Solving

- Barriers in perception; badmouthing others' ideas
- Lack of self-confidence, information, energy, effort, humor, positive outlook, rewards for innovative behavior
- Old ways of doing things (force of habit); overlooking the obvious
- Conformity, clock pressure, close-mindedness, cutting down ideas
- Killer statements, keeping a closed mind
- Self-imposed boundaries, fear of being wrong or laughed at, self-complacency, subservience to authority.

The true leader will try to avoid using these killer phrases:

A swell idea, but . . .

We've never done it that way.

It won't work.

We haven't the time.

It's not in the budget.

Too expensive.

We've tried that before.

Not ready for it yet.

Good idea, but our school is different.

All right in theory, but can you put it in practice?

Too academic.

Too hard to administer.

Too much paperwork.

Too early.

It's not good enough.

There are better ways than that.

It's against school policy.

Who do you think you are?

Let's not step on their toes.

Somebody would have suggested it before if it were any good.

Too modern.

Too old fashioned.

Let's discuss it at some other time.

You don't understand our problem.

Why start anything now?

We're too big for that.

The new teachers won't understand.

The experienced teachers won't use it.

We have too many projects now.

What you are really saying is . . .

Has anyone else ever tried it?

It has been the same for twenty years, so it must be good.

Let me add to that.

I just know it won't work.

You haven't considered . . .

It needs more study.

Let's be practical.

Let's form a committee.

Let's shelve it for the time being.

Instead he/she will use these igniter phrases:

I agree!

I looked at this last night and really liked it!

That's good!

That's really neat!

Good job!

I made a mistake! I'm sorry.

Let's go!

You're doing better!

I like the way you . . .

That's interesting.

That would be interesting to try.

Things are beginning to pop!

Let's go!

I couldn't do that well myself.

That's a great idea.

There's been some good thinking.

I'm glad you brought that up.

That's an interesting idea.

Good work!

You're on the right track.

That's fine!

That's the way!

That's a winner.

You may put yours on the bulletin board.

That's the first time I've had anyone think of that.

I appreciate what you have done.

See, you can do it!

Great idea!

Let's get right on it.

Let's start a new trend.

Great!

I know it will work.

Go ahead . . . try it . . .

We're going to do something different today!

I like that!

Good for you!

I never thought of that.

Congratulations!

Keep going!

Very good!

You're beautiful!

Do that again.

What good workers we are.

I'm very pleased with what you've done.

You can do it!

You're in high gear.

We can always depend on you.

We can do a lot with that idea.

Keep up the good work.

Fantastic!

Real good! Anyone else?

You're big enough.

I have faith in you.

Negotiation Strategies

WIN-WIN APPROACH	WIN-LOSE APPROACH
Define the conflict as a mutual problem.	Define the conflict as a win-lose situation.
Pursue goals held in common.	Pursue one's own goals.
Find creative agreements that are satisfying to both parties or present a mutually acceptable compromise.	Force the other party into submission.
Have an accurate personal understanding of one's own needs and show them correctly.	Have an accurate personal understanding of one's own needs, but publicly disguise or misrepresent them.
Try to equalize power by emphasizing mutual interdependence, avoiding harm; inconvenience, harassment, embarrassment to the other party.	Try to increase one's power over the other party by emphasizing one's independence from the other and the other's dependence upon oneself.
Make sure contacts are on the basis of equal power.	Try to arrange contact where one's own power is the greater.
Use open, honest, and accurate communication of one's needs, goals, position, and proposals.	Use deceitful, inaccurate, and misleading communication of one's needs, goals, position, and proposals.
Work to have highest empathy and understanding of other's position, feelings, and frame of reference.	Avoid all empathy and understanding of other's position, feelings, and frame of reference.
Communicate a problem-solving orientation.	Communicate a win-lose orientation.
Avoid threats in order to reduce other's defensiveness.	Use threats to get submission.
Express hostility to get rid of one's feelings that may interfere with future cooperation.	Hostility is expressed to subdue the other.
Communicate flexibility of position to help in creative problem solving.	Communicate highest commitment (rigid adherence) to one's position to force the other to give in.
Behave predictably; though flexible behavior is appropriate, it is not designed to take other party by surprise.	Behave unpredictably to use the element of surprise.
Change position as soon as possible to help in problem solving.	Concede and change slowly to force concessions from the other.

Promote clarity, predictability, mutual understanding to help in problem solving.	Increase ambiguity and uncertainty in an attempt to use deception and confusion to one's advantage.
Use cooperative behaviors to establish trust and mutual cooperation.	Use cooperative behaviors to grab the chance to exploit other's cooperativeness.
Seek third parties to help in problem solving.	Isolate the other to reduce the possibility of his forming a coalition with third parties.
Emphasize exploring both similarities and differences in positions.	Emphasize only differences in positions and the superiority of one's own.

From Johnson, Davis W., and Frank P. Johnson. *Joining Together, Group Theory and Group Skills.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1975. Pp. 182-3.

Sample Problem-Solving Worksheet

Definition of the problem: _____

_____

Information needed: _____

_____

Possible Solutions	Advantages	Disadvantages
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____

Proposed plan of action: _____

_____

_____

Evaluation and recommendations: _____

_____

_____

_____

One Method for Problem Solving

1. **Define the problem**

   Be certain that each member contributes to what you all understand the problem to be. Spend enough time discussing the problem and what it involves before trying to solve it.

The problem as we see it: _____

_____

_____

2. **Symptoms of the problem:** _____

_____

_____

3. **Factors which contribute to the problem:**

_____

_____

_____

Factors which could relieve stress points of the problem:

_____

_____

_____

4. **Possible causes of the problem:** _____

_____

_____

5. **Here is the situation as we visualize it when it is solved:** _____

_____

_____

6. **Possible solutions:** _____

_____

_____

7. **The best alternative:** _____

_____

_____

8. **We will organize to solve it by:** _____

_____

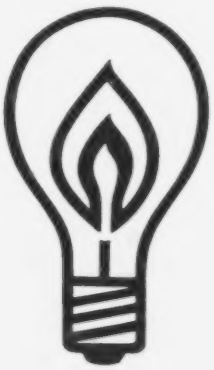
_____

9. **Assignments:**

People:	Job:	Deadline:
	Report:	Date:

Earl Reum, *The Rainbows of Leadership.*

(See exercises g1-g7.)



Evaluation—A Continuing Process

Evaluation is an important part of any planning process. Many people think of evaluation as simply pointing to the success or failure of a program. If conducted properly, though, an evaluation can do much more than answer "what happened?" It can also answer the questions why, how, and when.

No organization or activity can operate effectively without conducting some type of evaluation. It is easy to get caught up in the activity and put off or give little attention to this phase of successful organization, but you need to constantly evaluate what you are doing and provide feedback to the organization and its members so that decisions can be made. Too often groups continue to do things the same way, assuming that they are effective.

Evaluation is a continuous process that occurs before, during, and after meetings and activities. It is particularly beneficial—and essential—at the beginning and end of an activity and at the beginning and end of a school year.

What Should Be Evaluated?

- The organization as a whole should be evaluated in terms of attaining its stated goals and objectives.
- Individual activities should be evaluated continuously in terms of goal achievement.
- Each member of the group should engage in some type of self-evaluation.
- Meetings and procedures should be evaluated in terms of effectiveness and involvement.
- The group's membership should be evaluated in terms of responsibilities and effectiveness in carrying out their duties with the organization.
- The leadership of the group (including the adviser) should be evaluated in terms of their job descriptions and effectiveness.

Purposes of Evaluation

- To justify the program (as a measure of its objectives)
- To provide a tool for use in public relations work
- To clarify and validate the program's aims and achievements
- To analyze weaknesses and propose potential cures
- To re-direct or emphasize the movement of the program
- To measure and record progress
- To appraise the worth of accomplishments
- To clearly determine problems and facts on pertinent issues
- To promote leadership growth with continual feedback of information to assist the leaders in making decisions
- To increase participation and involvement of others by seeking the opinions of students and faculty and their support

Who Should Evaluate?

When planning an evaluation, it is best to involve people who know how to plan and conduct them. This is an excellent opportunity to work closely with teachers, counselors, or school administrators who have a wealth of knowledge about evaluations.

Since evaluation is a continuous process, be sure that you seek feedback from a wide audience that can be honest and objective. The same individuals or groups need not be involved in all areas of evaluation. You and your group must decide which people or groups can best provide the evaluation needed. Typically, the following groups or individuals would be useful for evaluations:

- Members of the organization
- School administrators
- Members of the student body

- Community members
- Parents
- Advisers or sponsors
- School faculty members
- Leaders of the organization

Ways To Evaluate

The following are some tips to use when planning an evaluation:

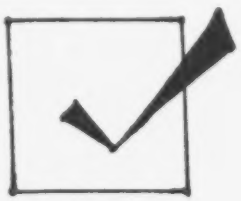
1. Decide what you want to evaluate. (Achievement of goals, how good the program is, how smoothly the program operated, program outcomes.)
2. Decide how the evaluation results will be used. (To refine or improve the program, to prepare a report, to develop a new program, to gain broader support for the program.)
3. Decide when the evaluation should take place. (At different times throughout the program, at the end.)
4. Decide who will be involved in the evaluation. (Teachers, students, administrators, parents, members of the community.)
5. Decide what kinds of information need to be collected, what methods will be used to collect the information, and how the information will be analyzed.
6. Decide how the findings of the evaluation will be reported and to whom.
7. Decide what to do with the feedback from reviewers of the evaluation.

Evaluation Devices

Just as there are many functions to be served by evaluation, there are a number of techniques that may be employed. The technique used should be relatively uncomplicated and not too time-consuming. Too many times an evaluation instrument defeats its own purpose because of its lengthiness and complicated reporting system.

Keep your evaluation method simple and to the point. Some techniques or instruments that can be used for evaluation include:

- Questionnaires
- Interviews
- Response checklists
- Progress reports
- Observation forms and reports
- Group discussions
- School newspaper surveys
- Suggestion boxes
- Random telephone surveys
- Comments from the community
- Open meetings



- Process reports
- Records of participation
- Inventories (how much of something was used, requested, etc.)

Approaches to Evaluation

There are many ways of evaluating the success or failure of a program, activity, event, project, etc. The first question in any evaluation is, "What is the purpose of the evaluation?" The purpose dictates the type of evaluation.

- **Ongoing Evaluation**—If the evaluation's purpose is to help change the program while it is developing, then you need to do an ongoing evaluation. This evaluation examines program implementation as it happens and seeks changes that will facilitate the implementation. For example, you might ask what people liked or disliked during the first unit of the conference so that the next session could be changed to meet your needs.
- **Conclusion Evaluation**—When the purpose is to examine the success of the program and to plan for future programs, then an evaluation at the conclusion is in order. Its purpose is twofold: (1) to examine what was done and how well, and (2) to learn what could be done differently in the future.

  Ongoing and conclusion evaluations may occur together or separately. The first evaluation seeks to improve the ongoing program, and the second evaluation seeks improvement for future programs.

  But what exactly are you evaluating? You must set specific objectives and goals in order to evaluate programs. For example, if the organization meetings are not well attended, set an objective that is measurable, operational, or observable—like 80 percent attendance at each meeting. You would know when you had met that goal by taking attendance and seeing if it reached the 80 percent goal.

  When objectives are operationally stated, then evaluation in terms of the goals is simplified.

Evaluation Model

I. Define what is to be evaluated in accordance with your proposed objectives.

II. Organize your approach

  A. List objectives to be measured against.

  B. List individual topics to be evaluated.

  C. Assign people to tasks.

  D. Develop evaluation techniques—what methods are you going to use to gather the information needed? Obtain input from everyone concerned. Be creative! All evaluation techniques are not suitable for every occasion.

  E. Develop correlation techniques for incoming information.

III. Gather Information

IV. Correlate Information

A. Determine effectiveness for each objective. (Success-failure; relevancy-adequacy; etc.)

B. Propose changes and accent successes.

C. Enumerate all the procedures and assumptions you used in your evaluation.

D. Make several copies of the evaluation.

V. Copies of the evaluation can be used for:

A. Future records

B. Redesigning the program for the better

C. Public relations

D. An example of a successfully executed and useful evaluation.

Pointers To Keep in Mind During Evaluation

Written evaluations should be prepared for all major projects. In addition to a final written report, evaluation remarks should be noted throughout the planning and progress of each project. Both planners and participants' opinions should be included.

1. When evaluating during the planning stages, focus on group cooperation, time pressure, clarity of purpose, specific problems encountered, etc.
2. Determine whether you want objective or subjective data for the evaluation.

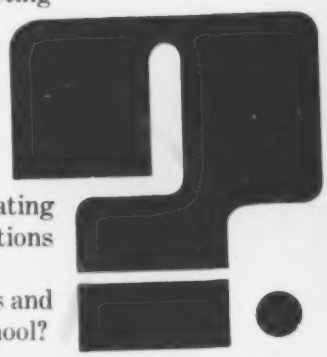
   Objective data include attendance figures; number of hours expended; costs; comparisons to past years' figures, etc. Subjective data are opinions and feelings about the project.
3. Decide how to gather the data: questionnaires, interviews, "grapevine," etc.
4. File typewritten evaluations with your group's secretary.
5. Determine the interval of evaluation. Would an evaluation of the effectiveness of a leadership training day be more effective after three months than immediately following the day's program?

   Will evaluating the program immediately and then again in three months provide useful information?

   Keep in mind that an immediate evaluation will provide different information than one taken at a later date.
6. Evaluate the *project*, not the *personalities*.
7. Remember that a random sample can reduce evaluation time.
8. State whether or not the project could be successfully repeated.

Results of Evaluation

- Planning future programs
- Public relations
- Meeting objectives
- Meeting the needs of the group/audience
- Recognizing worthwhile programs
- Rejecting unsound programs
- Determining the growth of the organization
- Keeping a permanent record for groups that follow
- Indicating need for further planning and action
- Maintaining acceptable and effective approaches
- Clarifying unacceptable and ineffective approaches and suggesting modifications



Questions To Ask Your Organization

Here are some general questions to ask that will assist you in evaluating your organization. You might want each member to answer these questions and then compile a composite based on the answers.

1. Are the purposes of the organization well-defined so that members and others clearly understand the place of the organization in the school?
2. Do the members discuss problems objectively? Intelligently?
3. When constructive suggestions or criticisms are made by outsiders, are they accepted in a positive manner?
4. Is there a permissive, democratic atmosphere in meetings?
5. Do all members of the student body know something about the work and goals of your organization?
6. Does the organization enlist the active assistance of other students and faculty members?
7. Does the organization have a direct influence on the life of the school?
8. Is the organization busy with positive, constructive projects rather than involved in busy work or trying to run the school?
9. Do members have original ideas to improve their organization and the school?
10. Do the activities unify the organization and the school?
11. Does the organization successfully strive to build attitudes and concepts for democratic living?
12. Do students and faculty members cooperate with the organization by serving on committees and becoming interested in the activities and projects?
13. Have traditional divisions between faculty and students disappeared?

14. Is serious consideration given to the qualifications of officers at election time?
15. Are the finances, elections, and regular meetings carried on in a businesslike fashion?
16. Are the students really given an opportunity to voice their views on important matters affecting their welfare?
17. Are the students in the organization trying to usurp authority and responsibilities of others?
18. Are provisions made through forums and open discussions for all the students to participate?
19. Does the organization in any way associate itself with activities outside the school or gain the attention or interest of persons outside the school?
20. Is there a good publicity program designed to further the work of the organization?
21. Does the faculty, in its meetings, ever discuss the work of the organization and how to promote it?
22. Are there arrangements for informing new students and faculty members about the work of the organization and enlisting their interest and support?
23. Is there continuous evaluation and assessment of the organization and its activities?

In summary, if evaluation is to be successful it should:

E *Evolve* around goals and objectives.
V *Verify* work of the organization and what others say is happening.
A *Assist* in self-evaluation by members.
L *Lead* to constructive suggestions.
U *Utilize* many techniques or devices.
A Result in *Action* because of feedback and data.
T Be *Timely* in assessing what is taking place.
I *Involve* many people.
O Be *Objective* and based upon data and not guesses.
N *Notify* others for program publicity and effectiveness.

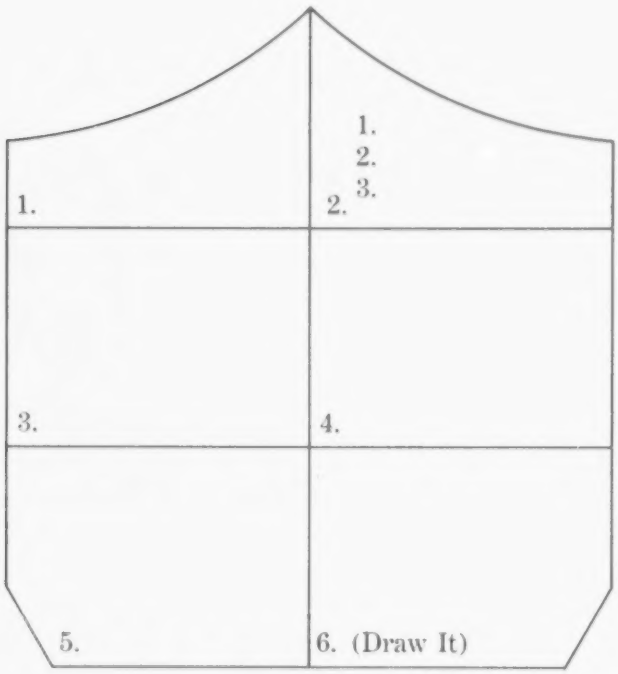
(See exercises h1-h15.)

Exercises for Self-Awareness

Coat of Arms

Directions

1. Every participant should complete the "Coat of Arms" below.
2. Participants should each pick a partner and share their coat of arms for 3 minutes.
3. Allow 3 minutes for the other person to share his or her coat of arms.
4. Change partners and repeat.



1. What I like to do in my "free time."
2. Three words that I would like others to use in describing me.
3. A major goal in my life.
4. A special talent or gift that I have.
5. My favorite color.
6. One of my most favorite things (activity, thing, person).

Self-Assessment Exercise

List 10 things you love to do:	Risk to self	cost money	family	school/job	Mom or Dad	5 yrs. past	in the next 5 yrs.	with people	alone	better at than . . .	travel	share w/someone (who)
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												

Check the box or boxes that apply.

My "philosophy of life"

_____

_____

_____

(date)

Who am I?

1. _____ (to my parents)

2. _____ (to my friends)

3. _____ (my teacher)

4. _____ (my enemies)

Yesterday, I was

5. _____

Tomorrow, I hope I'll be

6. _____

7. _____

"Be not simply good; but *good* for something."—*Thoreau*

Unlocking the Real "You"

Here are some exercises that will enable you to unlock your real personality:

1. If you're introduced to a new person or to a new group, don't inhibit yourself in advance by wondering what you're going to say. Just open your mouth and say it. Then improvise as you go along.
2. Don't plan any specific action in advance. Act, then correct your actions as you go ahead. This advice may seem radical, yet it's actually the way all servo-mechanisms must work. A guided missile does not "think out" all of its possible errors in advance. It must act first, start moving toward its goal, then correct any errors that may occur.
3. Stop criticizing yourself. The inhibited person continually indulges in self-critical analysis. After each action, however simple, he says to himself, "I wonder if I should have done that?" Stop tearing yourself apart. Useful and beneficial feedback works subconsciously, spontaneously, and automatically. Don't try to be a Monday morning quarterback on all of your past actions. It will defeat you.
4. If you are inclined to be self-conscious or diffident, try raising the level of your voice. Don't shout or use angry tones—just consciously raise the level of your speaking voice. Research has shown that inhibited people generally have difficulty making themselves heard, especially in a group.
5. Let people know when you like them. A timid personality is as afraid of expressing good feelings as bad ones. If he expresses love, he's afraid he'll be considered as fawning or insincere. He's afraid of complimenting anyone for fear he'll be suspected of an ulterior motive. Disregard all of these stifling and inhibiting fears. If you approve of what someone else is doing or saying, tell him about it openly and directly.

Appointment with Love

. . . . S. I. Kishor

Six minutes to six, said the big clock over the information booth in New York's Grand Central Station. The tall young Army lieutenant lifted his sunburned face and narrowed his eyes to note the exact time. His heart was pounding with a beat that shocked him. In six minutes he would see the woman he had never seen, yet whose written words had sustained him unfailingly.

Lieutenant Bradford remembered one day in particular, the worst of the fighting, when his plane had been caught in the midst of a pack of enemy planes.

Five minutes to six: In one of his letters, he had confessed to her that he often felt fear, and only a few days before this battle, he had received her answer; "Of course you fear . . . all brave men do. Next time you doubt yourself, I want you to hear my voice reciting these words to you: 'Yea, though I walk through the valley of the shadow of death I shall fear no evil, for Thou art with me' " . . . He had remembered, and it had renewed his strength.

Now he was going to hear her real voice. Four minutes to six.

A girl passed close to him and Lieutenant Bradford started. She was wearing a flower, but it was not the little red rose they had agreed upon. Besides, this girl was only about 18, and Helen Taylor had told him in one of her letters she was 30. "What of it?" he had answered to himself "I'm 32." He was 29.

Three minutes to six: His mind went back to the book he had read in the training camp. *Eternal Love*, it was; and throughout the book were notes in a woman's writing. He had never believed that a woman could see into a man's heart so tenderly, so understandingly. Her name was on the book-plate: Helen Taylor. He had got hold of a New York City telephone book and found her address. He had written; she had answered. Next day he had been shipped out, but they had gone on writing.

For thirteen months she had faithfully replied. When his letters did not arrive, she wrote anyway, and now he believed he loved her; and she loved him.

Two minutes to six: But she had refused all his pleas to send him her photograph. She had explained: "If your feeling for me has any reality, what I look like won't matter. Suppose I'm beautiful. I'd always be haunted that you had been taking a chance on just that, and that kind of love would disgust me. Suppose I'm plain (and you must admit that this is more likely). then I'd always fear that you were only going on writing because you were lonely and had no one else. No, don't ask for my picture. When you come to New York, you shall see me and then you shall make your decision."

One minute to six . . . he swallowed hard. Then Lieutenant Bradford's heart leaped.

A young woman was coming toward him. Her figure was long and slim; her blond hair lay back in curls from her delicate ears. Her eyes were blue as flowers, her lips and chin had a gentle firmness. In her pale green suit, she was like springtime come alive.

He started toward her, forgetting to notice that she was wearing no rose, and as he moved, a small, provocative smile curved her lips.

"Going my way, soldier?" she murmured.

He made one step closer to her. Then he saw Helen Taylor.

She was standing almost directly behind the girl, a woman well past 40, her graying hair tucked under a worn hat. She was more than plump, her thick-ankled feet were thrust into low-heeled shoes. But she wore a red rose on her rumpled coat. The girl in the green suit was walking quickly away.

Bradford felt as though he were being split in two, so keen was his desire to follow the girl, yet so deep was his longing for the woman whose spirit had truly companioned and upheld his own through her letters and there she stood. He could see that her pale, plump face was gentle and sensible; her gray eyes had a warm twinkle.

Stop Here!

What should Lieutenant Bradford do? Should he turn and run while he still has a chance to, or should he be true and faithful and accept the woman whose letters had so faithfully given him the courage to face danger while he was in the army? What would he do if the love which had developed through her letters was real? What would you do in this same situation?

Lieutenant Bradford did not hesitate. His trembling fingers gripped the worn copy of the book, *Eternal Love*, which was to identify him to her. This may not be love, but it would be something precious, a friendship for which he had been and must ever be grateful . . .

He squared his shoulders, stepped forward, saluted, and held the book out toward the woman, although even while he spoke he felt the bitterness of his disappointment.

"I . . . I'm Lieutenant John Bradford, and you . . . you are Miss Taylor. I'm so glad you could meet me. May . . . may I take you to dinner?"

The woman's face broadened in a tolerant smile. "I don't know what this is all about, son," she answered. "That young lady in the green suit, she begged me to wear this rose on my coat. And she said that if you asked me to go out with you, I should tell you she's waiting for you in that restaurant across the street. She said it was some kind of a test."

Exercises for Leadership Section

Leadership Profile

Behind personal judgments of what is a good leader are assumptions of group dynamics. This profile is designed to help students with the assumptions they make about groups and leaders.

There are 10 pairs of statements. The student should assign a value from 0 to 10 to each statement to show the relative strength of his or her belief in the statements of each pair. *The points assigned for each pair must total 10 in each case.* This profile is not a test and there are no right or wrong answers. Its purpose is to be a stimulus for personal reflection and discussion.

1. The leader should direct and control the members, leading them to the proper decision. The members should acknowledge the leader's authority and responsibility.

   A. _____

   The group is owned by the members. All members, with the leader's assistance, should contribute to its effectiveness.

   B. _____

2. The leader focuses his/her attention on the task to be accomplished. The leader brings the group back from any diverse wandering.

   C. _____

   The group is responsible, with occasional and appropriate help from the leader, for reaching a decision.

   D. _____

3. The leader performs all of the functions needed to arrive at the proper decision.

   E. _____

   Decisions are the product of full group participation. The leader is a servant and helper to the group.

   F. _____

4. The leader sets limits and uses rules of order to keep the discussion within strict limits set by the agenda.

   G. _____

   Members of the group should be encouraged and helped to take responsibility for its task productivity.

   H. _____

5. The leader keeps the group objective and thinking logically, avoiding emotional responses which will disrupt group work.

   I. _____

   Feelings, emotions, and conflicts are recognized by the members and the leader as legitimate items demanding serious attention.

   J. _____

6. The leader should handle a disruptive member's behavior by talking to him or her away from the group.

   K. _____

Disruptive behavior in the group must be faced and solved within the group and by the group.

L. _____

7. The group task at hand is primary. The varying needs of individuals are secondary.

M. _____

Needs, feelings, and purposes of all members should be recognized so that the group can work effectively.

N. _____

8. The leader is the focal point of group work. She or he needs the greatest responsibility and power to lead the group.

O. _____

Member contributions are the focal point of group work. Responsibilities and power are equally distributed.

P. _____

9. The leader should maintain a power position. Leaders are leaders because their competence and prestige have been recognized. Most group members welcome a strong leader who can exert control and provide safety.

Q. _____

The leader is the servant of the group and should flex with the needs of the members. Group members welcome the opportunity to share in the leading of the group.

R. _____

10. The leader should make all decisions. She or he should stand up for personal ideas, opinions, and attitudes, even if it sometimes results in member withdrawal.

S. _____

The group, including the leader, should search for workable, acceptable decisions. Consensus is used to coordinate ideas, opinions, and attitudes.

T. _____

SCORING DIRECTIONS:

1. Add up the points for the letters B, D, F, H, J, K, N, P, R, and T. Total points for these equal the "score."
2. The larger the "score," the more likely the individual has a "shared" leadership style.

Effective Group/Effective Leader

A key role of a leader is to help develop and maintain a productive and effective group. Many people have designed models, theories, and strategies on how leaders have an important influence on group work. In this project, students share their ideas on successful groups and leaders.

1. Individually, students should list *seven* aspects of an effective student group. Then they should list seven aspects of an effective high school leader. The two lists need not correspond.
2. Divide the students into teams. Have each team agree as a group upon the *five* most important aspects of each list and post them for everyone to see.
3. Now give each group a time limit to work together to construct a graphic representation of their ideas on an effective group. They should be as creative and imaginative as possible, and the construction, which can be made of pins and straws, should involve every person on the team. When the time is up and the constructions are completed, all teams should return to the same area.
4. Discuss the following questions:
   What was the atmosphere of the team like? Why?
   How were the team members involved? Why?
   Did the team display any of the aspects of an effective group? Which aspects?

T-P Leadership Questionnaire

Name _____ Group _____

The following items describe aspects of leadership behavior. Respond to each item according to the way you would be most likely to act if you were the leader of a work group. Circle whether you would be likely to behave in the described way always (A), frequently (F), occasionally (O), seldom (S), or never (N). See following page for scoring instructions.

					If I were the leader of a work group . . .
A	F	O	S	N	1. I would most likely act as the spokesman of the group.
A	F	O	S	N	2. I would encourage overtime work.
A	F	O	S	N	3. I would allow members complete freedom in their work.
A	F	O	S	N	4. I would encourage the use of uniform procedures.
A	F	O	S	N	5. I would permit the members to use their own judgment in solving problems.
A	F	O	S	N	6. I would stress being ahead of competing groups.
A	F	O	S	N	7. I would speak as a representative of the group.
A	F	O	S	N	8. I would needle members for greater effort.
A	F	O	S	N	9. I would try out my ideas in the group.
A	F	O	S	N	10. I would let the members do their work the way they think best.
A	F	O	S	N	11. I would be working hard for a promotion.
A	F	O	S	N	12. I would be able to tolerate postponement and uncertainty.
A	F	O	S	N	13. I would speak for the group when visitors were present.
A	F	O	S	N	14. I would keep the work moving at a rapid pace.
A	F	O	S	N	15. I would turn the members loose on a job, and let them go to it.
A	F	O	S	N	16. I would settle conflicts when they occur in the group.
A	F	O	S	N	17. I would get swamped by details.
A	F	O	S	N	18. I would represent the group at outside meetings.
A	F	O	S	N	19. I would be reluctant to allow the members any freedom of action.
A	F	O	S	N	20. I would decide what should be done and how it should be done.
A	F	O	S	N	21. I would push for increased production.
A	F	O	S	N	22. I would let some members have authority which I should keep.
A	F	O	S	N	23. Things would usually turn out as I predict.
A	F	O	S	N	24. I would allow the group a high degree of initiative.
A	F	O	S	N	25. I would assign group members to particular tasks.
A	F	O	S	N	26. I would be willing to make changes.
A	F	O	S	N	27. I would trust the group members to exercise good judgment.
A	F	O	S	N	28. I would ask the members to work harder.
A	F	O	S	N	29. I would schedule the work to be done.
A	F	O	S	N	30. I would refuse to explain my actions.
A	F	O	S	N	31. I would persuade others that my ideas are to their advantage.
A	F	O	S	N	32. I would permit the group to set its own pace.
A	F	O	S	N	33. I would urge the group to beat its previous record.
A	F	O	S	N	34. I would act without consulting the group.
A	F	O	S	N	35. I would ask that group members follow standard rules and regulations.

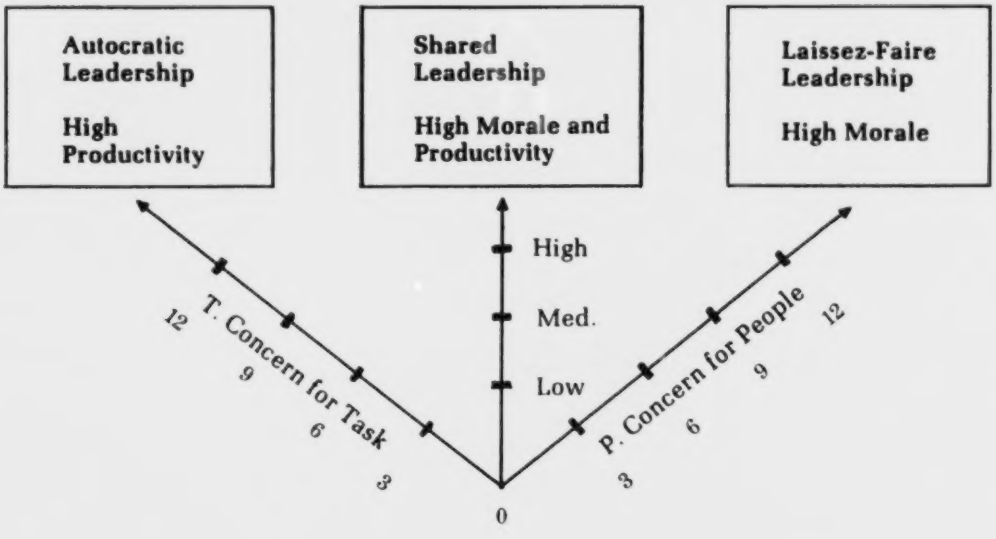
P Score _____ T Score _____

Instructions for Scoring the T-P Leadership Questionnaire

1. Circle the item number for items 8, 12, 17, 18, 19, 30, 34, and 35.
2. Write the number 1 in front of a *circled item number* if you responded S (seldom) or N (never) to that item.
3. Also write a number 1 in front of *item numbers not circled* if you responded A (always) or F (frequently).
4. *Circle* the number 1's which you have written in front of the following questions: 3, 4, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.
5. *Count the circled number 1's.* This is your score for concern for people. Record the score in the blank following the letter P at the end of the questionnaire.
6. *Count the uncircled number 1's.* This is your score for concern for task. Record this number in the blank following the letter T.

Now, to determine your style of leadership, mark your score on the *Concern for Task* dimension (T) on the left arrow below. Next, move to the right arrow and mark your score on the *Concern for People* dimension (P). Draw a straight line that intersects P and T scores. The point at which the line crosses the *Shared Leadership* arrow indicates your score on that dimension.

Shared Leadership Results from
Balancing Concern for Task and Concern for People



The T-P Leadership Questionnaire is reprinted from: J. William Pfeiffer and John E. Jones (Eds.). *A Handbook of Structured Experiences for Human Relations Training*, Vol. 1 (Revised). La Jolla, Calif.: University Associates, 1974. Used with permission.

Personal Leadership Assessment

On 3"x 5" cards, have students write two qualities of leadership that they already possess. Discuss with them specific ways to work on developing other qualities of leadership.

I Admire

Ask the students to think of a person whom they admire as a leader. Share and describe the qualities of that person in small groups.

Leadership Ladder

Small groups should decide and write down what they believe are the top ten qualities of an effective leader on 3"x 5" cards. Two groups combine lists and produce a consensus on a combined top ten list. Continue combining groups until you have the top ten qualities of leadership for the entire group of students.

Leadership Checklist

OK	Needs Help	Items
		1. Do we hold regular meetings?
		2. Do we have a written agenda for our meetings?
		3. Are minutes recorded and read at our meetings?
		4. Do we allow adequate time for our meetings?
		5. Do we make assignments during meetings?
		6. Do we follow through with our assignments?
		7. Do all participants at our meetings have an equal opportunity?
		8. Do we encourage new members of our group to participate?
		9. Do we teach and demonstrate correct leadership principles?
		10. Do we assume our full responsibility?
		11. Do we conduct progress reviews to check our accomplishments?
		12. Do we accept the responsibility for our failures?
		13. Do we make a sincere effort to understand students' needs?
		14. Do we recognize and compliment others for their efforts?
		15. Do we do adequate advanced planning?
		16. Do we delegate responsibility and authority?
		17. Do we set worthwhile goals?
		18. Do we actively seek general student opinion?
		19. Do we communicate our goals and activities to the student body?
		20. Do we enjoy our assignments?

Creative Leadership

Suggested exercise for experiencing creativity

Purpose:

To challenge the students to be creative in a specific task, thereby illustrating the creative capacity they possess, and to stimulate them to discuss in depth the role of creativity in their lives.

Preparation:

wooden matches or tooth picks
paper clips
small pieces (6" x 6") cardboard or posterboard
rubber bands
pencils
scissors

Instructions:

1. For best results divide students into groups of four. If groups are larger, individual participation is lessened. In working with mixed groups, it is best to form groups of all boys and all girls for this exercise. Give each group a set of items composed of:
   1. four wooden matches or toothpicks
   2. one paper clip
   3. two rubber bands
   4. a small piece of cardboard

   Scissors and pencils can be made available for common use by the groups.
2. Instruct the groups that with the material you have presented they are to make some item that would be useful in any household kitchen. They are limited to the supplies you have provided, but they do not have to use all of them. They have access to the scissors for cutting the cardboard if they want to and they can use the pencils (or crayons) for decorating the item when finished. Explain that the items will be judged on imaginativeness of purpose and efficiency of design.
3. Allow each group about 20–30 minutes to decide upon and execute their project.
4. When they have completed the task, each group should be asked to present and explain its creation to the other groups. It is not necessary to decide a winner, but if you want to, allow the students to choose the winning project.

Discussion of Creativity

At this point you can introduce the discussion by asking some of the following questions:

1. Did you think this exercise was hard? Fun? Silly? Interesting? Can you explain why you felt that way?
2. Did you think when you began that you would be able to make anything out of the materials you were given? Do you think that there are many other kinds of things you could make out of the same materials if you really worked at it?

3. Do you think you would have preferred to do this kind of project alone, or were you glad you had a group to work with? Why?
4. When people can see new possibilities in common objects like those you used, we usually say they are creative. Did you feel that you were involved in a creative activity? What do you think creativity is? Do you think any person or group can be creative if they want to?
5. Can people be creative in other ways than just in making things? Can you give examples? Can you think of any persons you know who you feel are creative? In what ways are they creative?
6. Is it possible to "live creatively" rather than just do some things creatively? What would it mean for a high school student to live creatively? A mother? A butcher?
7. Do you think the college students' reaction to "the Establishment" is a creative one? Why? What are (could be) some creative reactions?
8. Why do you think more people aren't creative? Do you think creativity is a special gift or do you think a person can develop it? Explain.
9. If you think a person can develop creativity, how do you think he can go about doing it?
10. Can people who are afraid of making mistakes be creative? Do you think we hurt the potential for creativity in others by ridiculing them? What's the difference between conformity, creativity, and anarchy?

Sharon Olson
Loveland, Colo.

Am I a Good Leader?

This "test" is to help you decide for yourself what kind of a leader you are and what techniques you use as a leader. It is for your use alone.

	YES	SELDOM	NO
1. Most of the members of the group participate in meetings.	____	____	____
2. Most of the members attend meetings.	____	____	____
3. Policy decisions are made by the group only after full discussion.	____	____	____
4. New projects are suggested by all members, not by officers only.	____	____	____
5. I consciously try to keep from dominating the discussion.	____	____	____
6. All members assume responsibility for working on projects.	____	____	____
7. I try to get timid members to make contributions.	____	____	____
8. I let one or a few members dominate the discussion.	____	____	____
9. I am able to recognize hidden attitudes of group members.	____	____	____
10. I summarize the progress of the discussion.	____	____	____
11. I state alternate courses of action, or ask a group member to do so.	____	____	____
12. I review points of agreement or disagreement among members.	____	____	____
13. I welcome and use suggestions from members.	____	____	____
14. I keep the members informed about the problems facing the organization.	____	____	____
15. I make decisions without telling the group.	____	____	____
16. After appointing a committee, I do not interfere with its work.	____	____	____
17. I am willing to accept the decision of the group even if I think it is wrong.	____	____	____
18. I do not try to sell the group a proposition to which it seems hostile or indifferent.	____	____	____
19. I let the group discuss problems, but I make the decisions.	____	____	____
20. I give all the information available to group members before they make decisions.	____	____	____
21. I make conscientious preparation for each meeting.	____	____	____
22. I make some attempt to evaluate each meeting and give the resulting information back to the group.	____	____	____

Student Council Evaluation

Goals: Rate your council on all items listed below:	STRONG	AVERAGE	WEAK
1. Officers and members are well-educated about Student Council and understand its purpose.			
2. Each officer has clearly-stated goals and a job description of responsibilities.			
3. Each officer receives proper training.			
4. The council has a copy of Student Council Handbook and it is required reading for the members.			
5. The council has a well-organized system for selecting new members.			
6. The council has an intensive program to educate new members of the duties and responsibilities of a student council member.			
7. The council keeps accurate records of every meeting.			
8. All activities, projects are planned well in advance.			
9. The council is involved in the life of the school, is active and respected by the faculty and students.			
10. The council has a good balance of meaningful school and community projects.			
11. The council has the student body evaluate all major projects.			
12. The council approves all financial expenditures.			
13. The council has interesting, orderly, well-planned meetings.			
14. The council has a well-functioning committee system.			
15. The council truly represents the student body of the school.			

	STRONG	AVERAGE	WEAK
16. The adviser is interested and doesn't dominate the council.			
17. The council has effective communication with the faculty.			
18. The principal is supportive and interested in council.			
19. The council has joint projects with classes and clubs.			
20. The council belongs to district, state, and national associations.			
21. The council keeps accurate file of all committee reports.			
22. The council has effective communication with the administration.			
23. The council exercises effective communication with the students.			
24. The council has regular articles in the school paper.			
25. The adviser and council set goals at the start of each semester and measure the achievement.			

Personal Aspects of Leadership

Objectives:

To identify and define individual leadership skills and qualities

To recognize individual differences among students and groups in your school

To develop personal relationships as a leader

Instructions for Leader: The following exercise has been developed to address the more personal aspects of leadership as they may be encountered.

1. The group should have a minimum of 10 people.
2. The session should not last longer than 1½ hours. The number of questions used does not determine the success of the activity. Use all asterisked questions.
3. Participants should not know that the questions are divided into various sections.
   a.) The first section is only intended to serve as an introduction and group warm-up exercise. The questions are listed in sequential order. The questions are listed in the order in which they must be followed. All questions with an asterisk (*) are mandatory. Non-asterisked questions are optional and should be used at the discretion of the instructor to allow for individual group differences. *Only the questions appearing on this list may be used.*
   b.) The second section, Definitions of Leadership, is designed to have the student actively consider the qualities and responsibilities of leadership. Again, the questions are listed in sequential order. They are listed in the order in which they must be followed. All questions with an asterisk (*) are mandatory. Non-asterisked questions are optional, and should be used at the discretion of the instructor to allow for individual group differences. *Only the questions appearing on this list may be used.*
   c.) The third section, You as a Leader, is specifically designed for the individual to question and ponder his or her leadership role in school and society. The questions are not in any particular sequential order, but *Question 20 must conclude this section. Only the questions appearing on this list may be used.*
   d.) The Synthesis Set, the traditional wrap-up, has been structured in a positive vein. It is recommended that all questions in this section be used. *Question 6 is mandatory.*
4. Two staff members are required for each group. One will serve as the identified leader, and will actively lead the discussion and choice of questions. The second will participate in the group and will serve to foster the proper tone and direction.

Instructions for Everyone (to be read aloud):

1. Seat the group in a circle. Make sure that everyone has a name tag which is visible and easily identified. Participants *are encouraged to use individual names during the activity.*
2. The leader will begin with the first question. After every participant has answered, the person to the leader's left will begin the next question. All other questions will be answered by beginning with the 'next' person in the circle. The leader should not interpret questions for the group. If a participant is unable to answer the questions during the 'turn,' she/he may 'pass.' The leader will return to anyone who 'passes' before moving to the next question.
3. As each person answers, collect the individual answers in your head to learn more about the speaker.
4. We are here to listen.
5. We are not here to debate.
6. We are not here to disagree.
7. We are not here to judge.
8. Be comfortable.
9. Be sincere.

Icebreaker (15 minutes)

* 1. What is your favorite program on TV?
2. What is your favorite song?
3. What is your favorite sport?
4. What is the best story you have ever read?
* 5. What talent should you develop?
6. Of all the things you have ever bought, what has given you the most pleasure?
7. Describe a happy moment in your life.
8. What is the most beautiful quality about people?
9. What assumption do others make about you that really isn't true?
10. What one word best describes your total life to date?
*11. What do you hope to be doing ten years from now?
12. When was the last time that you said "thank you"? To whom? Why?
13. What is the one thing you would like other people to know about you?
14. On what basis do you select your friends?
*15. Name a person from whom you have learned something valuable. What did you learn?

Definitions of Leadership (30 minutes)

* 1. Name a leader.
* 2. What leadership quality do you admire?
3. What are the responsibilities of a leader?
4. When working, with what type of leader do you feel most comfortable?
5. What makes an effective leader?
6. What makes an ineffective leader?
7. Who is the boss in your family?

* 8. A friend has worked on a paper for school and asks you to read it. You think it is lousy. What do you say?
9. How do you feel about working with people smarter than you?
10. How does a leader adjust for individual differences (e.g., handicaps)?
11. How do you feel when a leader tries to use you?
*12. Why do you want to be a leader on a student council?
13. What kind of influence should a student council president exert on a council?
*14. What fault do you see in adults that you hope you won't have when you are an adult?

You as a Leader (15 minutes)

* 1. Under what circumstances would you find yourself more helpful as a follower?
* 2. Complete this sentence: Peer pressure _____ .
3. What makes you dislike a person on sight?
4. What difference do you see in yourself when you're in a leadership position?
5. What is the cruelest thing that a leader can do?
6. Name a leader that you would like to be like.
7. How do you feel when you give out criticism?
8. How do you feel when another person criticizes you?
9. Cite a recent time when others looked to you to make a decision. What happened?
10. What is the greatest value that guides your life?
11. What is the greatest problem today in New Jersey?
12. What leadership quality would you like to develop?
13. How do you get someone to support you in a group?
14. For what service or contribution do you want to be remembered a year from now? Why?
15. To whom do you turn when you need help?
16. What is the most powerful force loose in the world today?
17. You've just lost an important election. What do you do?
18. What is your greatest fear as a leader?
19. What do other people see as your greatest strength?
*20. What makes a leader?

*QUESTION IS MANDATORY

Synthesis Set (it is urged that all questions in this section be used.) (30 minutes)

1. Use an adjective to describe this group.
2. Is there any response you would like further explained?
3. What is one of the most important things you learned in this group?
4. In what ways are we all alike?
5. How do you feel when you share with others?
6. Is your idea of a leader any different now than it was at the beginning of this activity?
7. How can you use the knowledge from this exercise in the future?
8. At this time, is there anything else that you would like to say or share? Any comments?

Exercises for Goal-Setting Section

Student Goal-Setting Worksheets

I. Take a moment now to rank the areas of your life in the order of their importance to you.

_____ Social

_____ Mental

_____ Physical

_____ Family

_____ Financial

_____ Work

II. Now, ask yourself, "What do I want to accomplish today?"

Social development _____

Mental development _____

Physical development _____

Family development _____

Financial development _____

Work development _____

III. Now, ask yourself, "What is my deadline for reaching my long-range goals?"

Social _____

Mental _____

Physical _____

Family _____

Financial _____

Work _____

SAMPLE

Goal-Setting Worksheet

Specificity What specifically do I want to know, do, or accomplish?	I want to conduct four student feedback group sessions so I can determine student needs.
Measurability How can I know when the goal is being accomplished?	I will know that I have accomplished my goal when I have had an average of 40 students each to the four feedback group sessions on September 10, November 15, January 3, and March 12.
Complete Goal Statement A goal statement which is both specific and measurable	Identify students' needs by conducting four student feedback group sessions consisting of 40 students each on September 10, November 15, January 3, and March 12.
Goals should be: Specific Attainable Measurable Moderately difficult	

Goal-Setting Worksheet

Specificity What specifically do I want to know, do, or accomplish?	
Measurability How can I know when the goal is being accomplished?	
Complete Goal Statement A goal statement which is both specific and measurable. **Goals should be:** Specific Attainable Measurable Moderately difficult	

Personal Assessment of Group Goals

1. As an individual, please respond to the following questions:

   A. What are some of the major activities of an organization you belong to?

   _____

   _____

   B. For what reasons does this organization exist?

   _____

   _____

   C. Give three reasons why you belong to this organization.

   _____

   _____

   D. How are goals created in your organization?

   _____

   _____

   E. How are these goals accomplished?

   _____

   _____

   _____

2. After answering questions A through E, as a group discuss questions F, G, and H listed below.

   F. In what ways do the activities of your organization relate to the reasons for its existence? Are there discrepancies?

   G. In what ways do your reasons for belonging to your group correspond to its activities and/or its reasons for existence?

   H. How does the creation and accomplishment of your organization's goals correspond?

I Resolve

The objective of this exercise is for students to practice setting goals and to understand what they gain from the achievement of their goals. Each student needs paper and pencil.

1. Have the students divide the paper into 3 columns.
2. In column 1 have the students list all the resolutions they have made or plan to make.
3. In column 2 have the students list what they think they will gain if they accomplish each of the resolutions listed in column 1.
4. In column 3 the students should re-number the resolutions in rank order, identifying their five most important resolutions.

Personal Contracts

The objective of this exercise is for students to learn to state in simple, direct terms, a goal they have set for themselves.

After establishing an important goal above, students should share the goal with a friend and complete a contract such as the following:

I _____(name)_____ make this contract that by _____(date)_____ I will have reached my goal of _____(describe goal)_____. A copy of this contract has been given to _____(friend's name)_____ who will get in touch with me on the due date to help me celebrate the completion of this contract.

_____(signature)_____

Ready for Summer

The objective of this exercise is for students to learn to plan realistically and to set priorities. Each student needs paper and pencil.

1. Have the group discuss how people use their summers.
2. Instruct the group to divide their papers into 5 columns, heading each with Roman numerals I through V.
3. Instructions for each column:

   I. List all the places you want to visit this summer and the people you really want to see.

   II. List all the less-than-fun things you have to do or want to get done (clean the yard or attic, etc.)

   III. List all the books you want to read this summer.

   IV. List all the things you want to learn to do or get better at doing.

   V. List everything you want to make or produce or have to show for the summer.

4. When each column has been completed, have the students choose up to 10 items—no more than 2 from each category—that they really want to do and put a star by each of these.

Exercises for Communication Section

We See Things Differently

Look at the following picture and describe what you see:

Discussion:

1. Can you see more than one picture? (This picture shows both a rat and a man with glasses, depending on your perceptions.)
2. Do you see the same picture as others who look at it?
3. Why or why not?

We Hear Things Differently

This is a group activity. Select one person as the group leader and have him or her read a paragraph from a newspaper or the following list. The other group members should listen to the paragraph or list, and after the reading, write down as much as they can remember of what was said.

List of Ten Embarrassing Moments:

Arriving at school on a holiday.
Stepping on the principal's feet.
Getting caught in the wrong bathroom.
Splitting your pants on stage.
Forgetting your lines in a play.
Making a touchdown for the opposition.
Spilling your food in a restaurant.
Picking up the wrong suitcase in an airport.
Falling down off a curb.
Breaking off the heel of your shoe.

Discussion:

Discuss the results of the exercise. In doing this exercise the students should notice that each person heard or remembered different items. These differences are due to the unique perceptions of each group member.

We Perceive Things Differently

Find a picture that is full of action. It may be something you have cut out of a magazine or a book. A picture that includes several people involved in some kind of activity is probably the best.

Have one student see the picture for two to three minutes and then ask him or her to describe the picture to someone who hasn't seen it. Ask that person to describe it to a third person, let the third person describe the picture to a fourth, and so on. This exercise generally works best with groups of five or six.

Discussion:

1. How did the description of the picture change?
2. Was the last description given anything like the actual picture?
3. How did communication break down?
4. What caused the breakdown in communication?

Non-Verbal Communication

Make a list of non-verbal messages—or body language—that the group is familiar with, such as smiling, frowning, tapping your foot, crossing your arms, etc. Discuss situations in which body language has been more powerful than words.

Play charades. Charades is a way of acting out situations, but is also a form of non-verbal communication. Although the action is not the same as in a dialogue, the principle of using body language rather than verbal language is the same.

Role Playing

Role playing is an effective way to help students begin to understand how they perceive others in their roles and how it feels to play another role. The following role plays include situations in which teachers, administrators, and students interact. Assign students to roles allowing the dialogue and scene to develop as naturally as possible.

SITUATION 1:

Teacher: During the weekend you assigned the class to read *Romeo and Juliet.* You ask four students some easy questions and find out that two of the students clearly have not read the play. Since the same situation occurred the week before, you decide to give the whole class an extra assignment due the next day.

Student: You have been asked a question about the play and didn't know the answer. You have what you perceive to be a legitimate excuse for not having read the play—namely that your mother was ill over the weekend. You feel the teacher is being unfair to the class, and you tell him or her so.

SITUATION 2:

Student: You have just been asked by the principal to wait in the hall for Ms. Jones and give her a note. You have agreed not to tell anyone about the note.

Vice Principal: You are in charge of discipline affairs. You see the student in the hall and ask him or her what he or she is waiting for. You want the student to go back to class.

Accent on Listening: The Echo Game

Purpose

To learn that listening is an active task, not a passive one.

Setting

This exercise can be carried out by a class in a seating arrangement, though it will provide a more valuable experience if the groups sit in inner and outer circles with half acting as participants, half as observers. It can be done with any age group and requires 15 to 20 minutes.

Procedure

1. Start a discussion about a subject of special interest to the class. (Older children might enjoy discussing current events, spectator sports, dating, a new craze; while younger children might prefer a discussion on pets, hobbies, or outings.)
2. After the discussion is underway, interrupt the class and tell them that before anyone speaks, he or she must first repeat what the previous speaker has said, to that person's satisfaction. Tell the observers to count the number of participants who give accurate accounts of what the previous speakers have said and to notice if the participants are actually listening to each other.
3. When the discussion is over, participants and observers should exchange places and repeat the process.

Analysis

After the exercise, hold a brief discussion of how the echoing rule affected individuals. Many students will be amazed to discover what poor listeners they are—often because they are so absorbed in what they are going to say when the other person stops talking.

One-Way and Two-Way Communication

"It has generally been found that . . ."

1) One-Way Communication:
   a) Is faster and more orderly
   b) Is less accurate
   c) Is more enjoyable for the sender
   d) Is more frustrating to the receiver
   e) Places responsibility for understanding on the listener
   f) Treats all listeners as having the same physical and mental abilities
   g) Causes the communicator, receiving no feedback, to interpret this as if it were positive feedback
   h) Forces listener to greater concentration
2) Two-Way Communication:
   a) Is slower and less orderly
   b) Is more accurate
   c) Is more enjoyable to the receiver

d) Is less enjoyable to the sender due to the realization of his oversights and mistakes
e) Places responsibility on the receiver to seek clarification and on the communicator to clarify
f) Forces the communicator to pace himself to the slowest listener
g) Allows one listener to receive additional cues from the questions of other listeners

Some Reasons for Using:

One-Way Communication:

a) To maintain orderliness and control
b) To communicate messages that are simple and concise
c) To speed up communication process
d) To hide mistakes or to maintain ambiguity
e) To be able to scapegoat others to hide mistakes, etc.
f) To divide members of a group

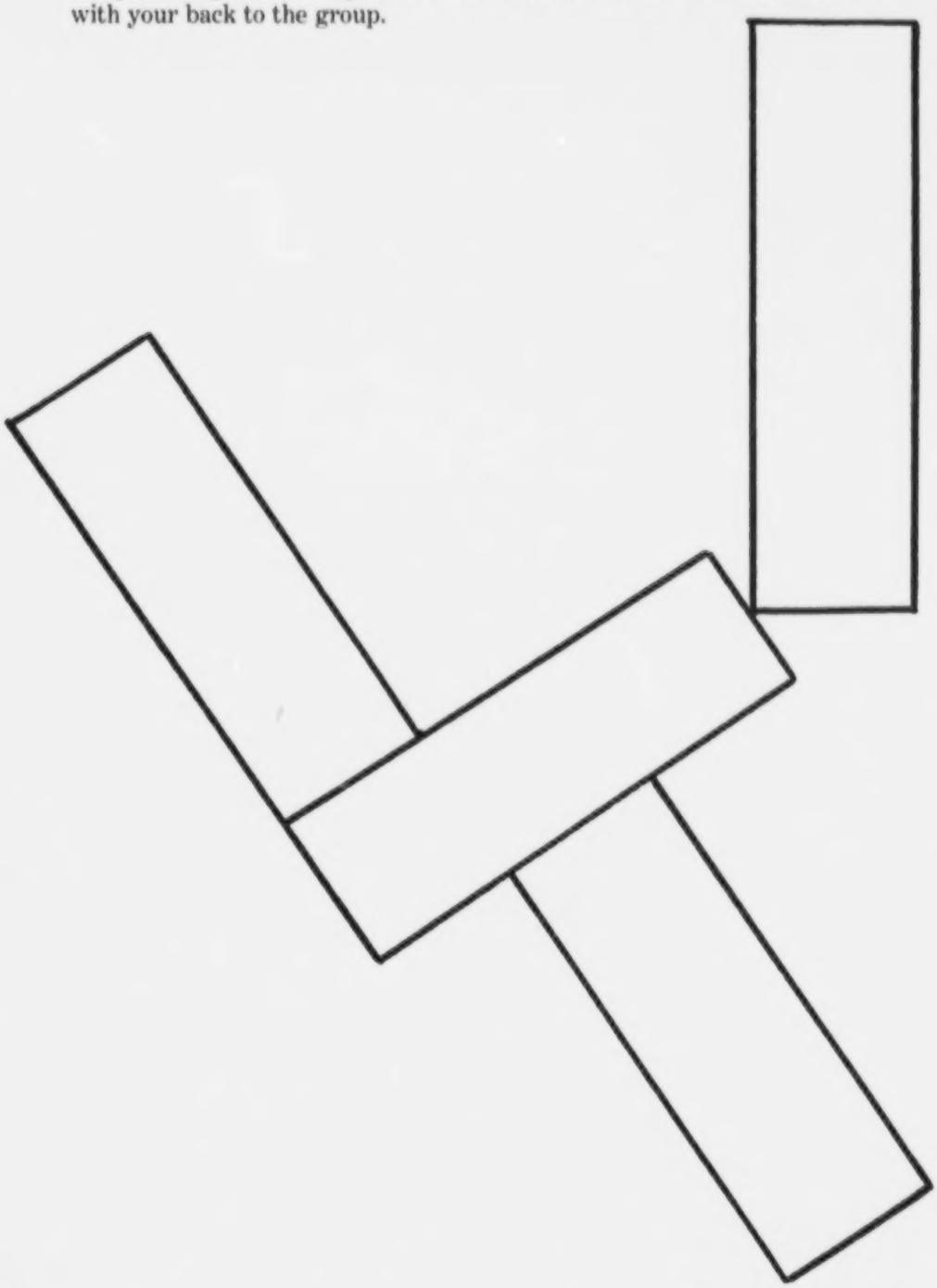
Two-Way Communication:

a) To increase accuracy of communication and to ensure that the intention (nuance) is understood
b) To increase participation, satisfaction, and thus to make a more homogeneous group

One-Way Communication

Communicator's Directions:

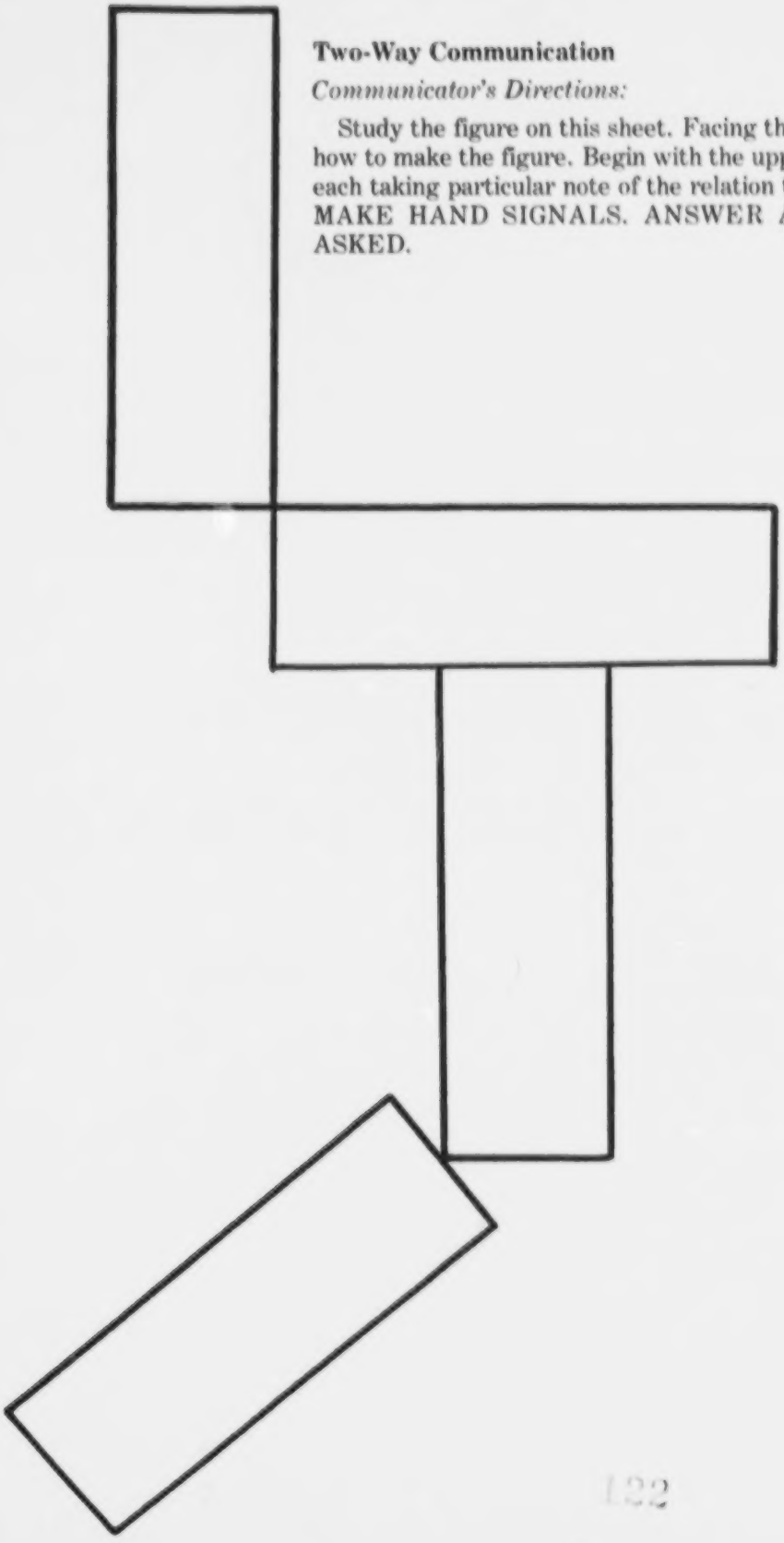
For two minutes study the figures drawn on this sheet. Instruct the members of your group how to draw them. Begin with the top rectangle and describe each in succession. Be sure and give each figure's relationship to the preceding one. NO QUESTIONS ARE ALLOWED. Give directions with your back to the group.



Two-Way Communication

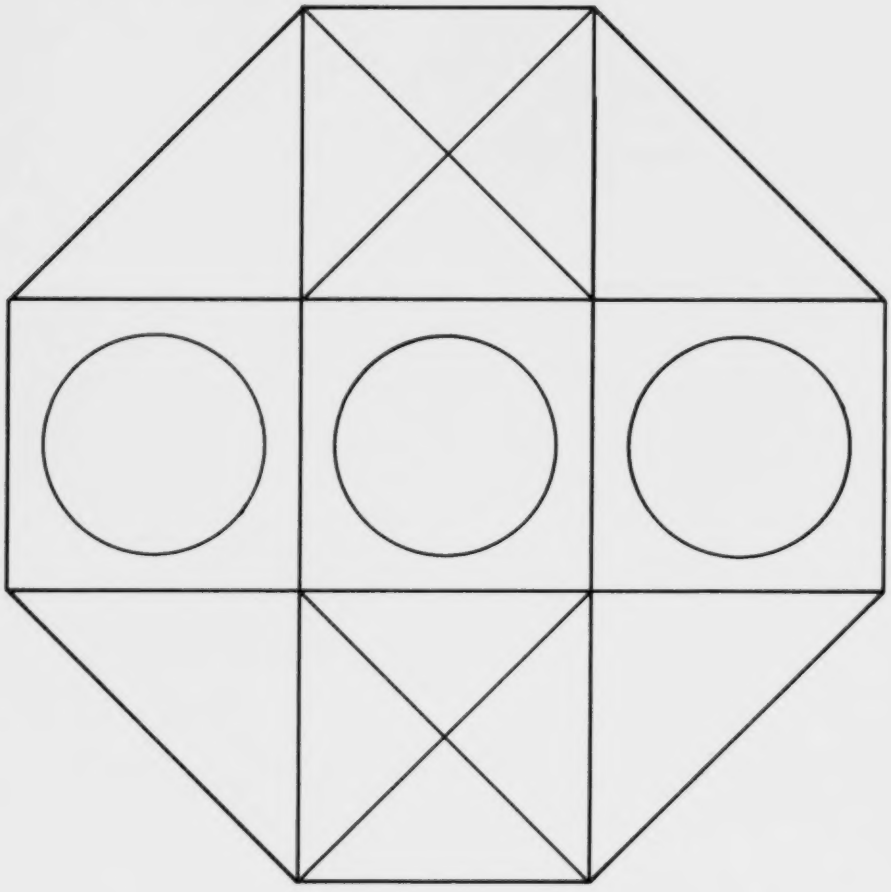
Communicator's Directions:

Study the figure on this sheet. Facing the group, instruct the members how to make the figure. Begin with the uppermost rectangle and describe each taking particular note of the relation to the preceding one. DO NOT MAKE HAND SIGNALS. ANSWER ALL OF THE QUESTIONS ASKED.



Writing Instructions

You have 15 minutes to write instructions for drawing the design below. Your written instructions are the only communication allowed. The person to whom you give the instructions may not look at your design or ask any questions. The person receiving the instructions will have 10 minutes to complete the drawing.



Communication of Feelings

These exercises deal with the communication of feelings. The sessions focus mostly (though not exclusively) on anger, because it is such a typical feeling and one which often causes hurt and separation between people. But the skills and principles dealt with in these sessions apply to the communication of all human emotion, both pleasant and unpleasant.

Have students get into quartets. Ask for one volunteer in each quartet. Ask everyone to imagine that the volunteer in each quartet "was fooling around and spilled Pepsi on your new coat. It is leaving a big stain about six inches wide right across the front of your coat. I would like you to take a total of one minute to tell the volunteer just how you feel toward him or her right now. The three of you take turns telling him or her how you feel. Don't worry about repeating what someone else said. Okay, go ahead. You have one minute." After the minute is up, ask the volunteers around the room how they felt as these things were being said to them.

Now refer to the list of "Roadblocks to Communication," as provided below. Often these "roadblocks" are called "You Messages" because they place blame or criticize the other person, i.e., "You stupid fool!" Try to use some of the students' examples from the Pepsi incident. Point out how these roadblocks tend to make the receiver defensive, to cause them to want to argue or tune the speaker out, rather than listen. Not only don't they solve the problem, but they often hurt the relationship as well. (You may wish to use role playing at this point to further demonstrate various roadblocks. Some teachers have staged an incident ahead of time without letting their class know about it. For example, a teacher may ask a student to come in late and then use "roadblocks" in reprimanding the student. Discussion can follow. Other teachers have brainstormed a list of situations where roadblocks to communication could potentially happen. Then ask students to write what they would probably say in each case. Then have students check the eight roadblocks and see if any were used in their responses.)

"Roadblocks to Communication"

1. Ordering, directing, commanding
   "You take this to the cleaners this afternoon."
   "You buy me a new coat."
2. Warning, threatening
   "If you do that one more time I'll knock your head off."
   "Okay, now you've had it."
3. Preaching, moralizing
   "Some people never seem to know when to quit."
   "I wish somebody would teach you a bit more respect for other people's property."
4. Advising
   "Why don't you try to be more careful."
   "How about drinking your Pepsi over the table from now on."
5. Judging, criticizing, blaming
   "I would have thought you would have known better."
   "Now see what you've done."

6. Name calling, ridiculing, shaming
   "You clumsy idiot."
   "You ought to be ashamed of yourself."
7. Interpreting, psychoanalyzing
   "How come you're so accident prone?"
   "You were just trying to get back at me for what I did yesterday."
8. Teaching, instructing
   "How would you like it if someone did that to you?"
   "I wonder if you know how much it's going to cost me to have this cleaned."

An alternative way of communicating how we feel is by sending an "I-Message." An I-Message should be used only when both people want to preserve the relationship, when they would want to eliminate any problems that are hurting the relationship.

One use of I-Message is for that occasion when the other person's behavior is below your level of acceptance and has a concrete and tangible effect on you. The purpose is to encourage the offending person to modify his or her behavior in some way. The I-Message of *course* does not guarantee a change in behavior. It *does* give the other person the responsibility of choosing whether or not to modify his or her actions. If behavior is not changed, second and subsequent I-Messages and problem-solving may be needed. The sender of an I-Message should be ready for all possibilities, including being rejected or verbally attacked. However, if one can continue a high level of communication, i.e., I-Message, active listening, problem-solving, a successful solution may still be realized.

It should also be stressed that I-Messages are not only for conflict or problem situations. They are an excellent means of sharing appreciation and giving positive feedback to another.

An I-Message contains three parts, although one or two parts of an I-Message can be useful without all three.

The first part is a description of the person's behavior in very specific terms—"When you spilled the Pepsi on my coat . . .", "You interrupted me three times tonight; the first was when . . .", "When you say you are going to call me and then you don't . . .", etc. The more specific our description can be of the behavior that is causing the problem, the better the communication is, because then both parties will know exactly what it is that is causing the problem. This is very different from telling someone that their "carelessness" (he spilled the Pepsi) or "need for attention" (the interrupting) or "unreliability" (not calling) is the problem. That only produces defensiveness and confusion about what you are actually objecting to.

The second part of an I-Message describes how the problem behavior made you feel. "When you spilled the Pepsi on my coat, I felt really unhappy and angry." "I was very embarrassed when you interrupted me those three times tonight." "When you say you are going to call and you don't I feel disappointed and unimportant." When we state our feelings without blaming the other person, we introduce some important information into the relationship. Our feelings—anger, embarrassment, or whatever—become facts for us both to face and deal with. It is very important that others know how we feel when we want to keep a relationship strong and growing. Most

people we are with really do care about our feelings; it is only when we include a lot of "Roadblocks to Communication" in our messages or when no one has been listening to *their* feelings, that they dismiss our feelings.

The third part of the I-Message gives some kind of explanation for the feeling or explains the consequences of the behavior that produced the feeling. It usually begins with the word "because." "When you spilled the Pepsi on my coat, I felt really unhappy and angry, because it was a new coat and I really like it and now I don't know if I'm going to be able to get it clean." "I was very embarrassed when you interrupted me those three times tonight because I don't want my friends to think that we have a relationship in which I'm just a doormat or that I can't speak for myself." "When you say you're going to call and you don't, I feel disappointed because your calls are important and I stayed home waiting to hear from you."

The complete I-Message provides a great deal of information to the person(s) you are communicating with. They now know *how* you feel, *what* it was that caused you to feel that way, and *why* that feeling is important to you or what the consequences of that feeling might be.

Sometimes an I-Message solves the problem all by itself. For example, if you say to me, "It bothers me to have you typing right next to me now, because I can't hear the television," this information alone might be enough to cause me to get up and type in the other room, thus eliminating the problem that was bothering you. On the other hand, sometimes an I-Message is not enough to solve the problem; you give an I-Message and the problem remains. This just means that more problem-solving is probably needed, not that there was anything wrong with your I-Message. But the I-Message does open the lines of communication which makes problem-solving possible.

Do not be worried if the students don't fully grasp this concept right away. It might take some time. That's what the next exercises are for. You will also have occasions to reinforce these ideas throughout the course. The I-Message may seem unrealistic to some students. However, if they can grasp the principle, they may be able to modify the language to fit their style. This is where flexibility and adaptation may be useful to make the I-Message workable. The important thing is for students to have the skill in their repertoire to use when and if needed.

Once you have explained the concept of an I-Message, you may wish to do a brief, surprise demonstration to make the point more vivid. Without warning, do something to anger one of the students in the group. Break his pencil, for example. (But have a new pencil ready to give him when the session is over.) Knock a book off a desk. Mess up someone's hair. (Use your good judgment here, of course, as to who will be able to take this exercise in good fun.) Once the student recovers from his or her amazement, and you sense that he or she is beginning to have some feelings about what you did, say, "Okay, that was a pretty provocative thing I just did. Give me an I-Message about it. What did I do? How do you feel? What is the effect my behavior caused? Try to get all three parts in there." Listen to the student's I-Message and, if it does not contain all three parts, ask the other students to help him or her frame the complete I-Message. Once this has been achieved, then be sure to make things right with the student by giving him a

new pencil, replacing the book on the desk, asking the person if he'd care to comb his hair, whatever. (An alternative is to plan some "incident" ahead of time with a student and do it as a roleplay. This may be less risky and still effective.)

Now, have the students look at the sheet called "What Would You Do?" (As always, feel free to change some of these situations or delete some and add your own, if you think some others would be more suitable for the group you are working with.) Ask them to write in their responses, as indicated in the instructions on the sheet. Give them time to do this. Remind them to try to avoid the roadblocks, and to use I-Messages when they can.

Then take one of the four situations and ask for a volunteer to share the I-Message or response that they come up with. Try to be encouraging and also offer help or ask the group to help if the person seems not to have quite gotten the idea. Then ask for another person to give his or her response to the same situation. Remember, there is no one correct I-Message to give in a particular situation. While one person may be furious if you ruined his paper, another may be only annoyed, and a third might even be amused by the incident. Even two people with the same emotion might be feeling that emotion for two very different reasons.

Now take another of the four situations and ask for a couple of students to share their responses to this situation. You may have to remind them more than once that I-Messages are not usually "solutions" in themselves. They are communications of feelings which are meant to be heard so that both parties, if necessary, can go about finding a mutually satisfying situation.

Next ask them to form groups of three with people with whom they feel comfortable. Ask them to think of two situations they have been in where someone they know has done something which made them angry, or annoyed, or scared, or embarrassed, or which hurt them physically. The situation, however, should not involve anyone else in the class. Give each person the "focus" of the trio for five minutes. During those five minutes, the "focus person" will choose one of the two situations and describe it to the other two. Then the three of them will try to come up with an I-Message the focus person might give which might help open up communication between the focus person and the person in question. The group should also spend some time thinking together about other aspects of the situation: When would the best time be for giving the I-Message? Would it be best for the two of them to be alone or should others be present? Is there anything else the focus person needs to say in addition to the I-Message? And so on.

After the first person has had five minutes of focus time, the second person in the trio then chooses one of his or her problem situations and similarly gets the trio's help in thinking through a good I-Message and how to deliver it. Then the third person in the trio takes a turn.

When this is done, you can suggest that they have probably gotten a lot of good ideas in their trios. Whether they choose to send the I-Message or not, whether they decide to open up communication in the situation they described, is entirely up to them. But if they choose to do so, you're quite certain their two partners in the trio would be quite interested in knowing how it turns out.

Before leaving, remind them of the important fact that I-Messages need not all be negative. The same principle works for communicating positive

feelings. It may be pleasant to hear someone say you are a "nice person," but an I-Message that says, "When I saw how you helped your friend, I felt happy and found myself really liking you, because it's that kind of friend I like to have myself" feels even better and means a whole lot more.

Assignment (Optional)

Over the next few days, send at least three I-Messages, complete with all three parts of the I-Message statement. Include at least one positive and one problem-solving I-Message in your three. (a) Write a page describing how the people reacted, whether the I-Message helped or hindered communication, and what you learned about effectively sending I-Messages; and/or (b) Come to class prepared to describe what you did and answer the questions above.

What Would You Do?—I-Message Practice Sheet

Four situations are described below. Each situation presents a problem which calls for a response on your part. In the space below the situation, write a sentence or two (or more, continuing on the back if you need room) which describes how you would handle this situation. Write down what you would want to do in this situation if you could get beyond your immediate emotions, had time to give it some thought, and were trying to build an "I-Message" into your response.

1. You've just finished a five-page paper for class. You leave the room and return to find that your little sister has colored on three of the pages. What would you say to her?

2. Your best friend borrows your motorcycle (or bike) and goes riding around town. While going quite fast around a curve, he or she hits a patch of gravel and the wheels start to skid out from under. He or she quickly jumps free of the cycle (bike), which skids over to the side of the road and over a five foot embankment, busting a tire and mirror, bending back the pedals, knocking one wheel slightly out of alignment, and making several scratches and dents. He or she brings back the cycle (bike) and leaves it in your garage without a note. The next day when he or she sees you in school, he or she says, "Hey, sorry about the bike." How would you respond?

3. You talked to your dad one night about something a friend of yours did that you didn't like. You understood that the conversation was to be confidential. Two days later your friend says, "My dad found out from your dad what I had done. Some friend you are." You see your dad that night and he says, "Well I had a talk with Jerry's dad last night. I think he'll straighten his son out, ok." How would you respond?

4. You need to have a certain outfit dry cleaned by Saturday afternoon (band uniform, baseball uniform, good suit or dress for a party). The man at the cleaners promised to have it ready by 9:00 on Saturday morning. You get there at 9:30 and he tells you, "Sorry I haven't been able to get to it, and we're kind of busy today. But I promise I'll have it for you by late Monday afternoon." How would you respond?

Exercises and Sample Forms for Organization

Things To Do

Have the students write down things they would like to accomplish today, this week, this month. On a new piece of paper ask them to categorize, put in order, and give deadlines for the items where necessary. Encourage them to keep the list and check off items as they are completed. On another day have the students revise and update their lists.

Hints for Organization

Have the students share with one another hints they have found successful in using their time wisely and getting organized.

Line Up

Have the students, without talking, line up by height. Now, with talking, have them line up by birthdays. Discuss how they could be better organized. Have them line up in alphabetical order by first names and discuss improvements.

Sharpshooting Exercise

Give the students a 20-25 question quiz in which directions at the top of the quiz include, "Read all questions before beginning," and one of the final questions reads, "If you haven't answered any questions so far, sign your name here and turn in your paper."

Tell the students that they have only 10 minutes to complete this quiz. They should try to answer as many questions as possible.

Discuss the purpose of the exercise and the importance of following directions in relationship to being organized.

Sharpshooting Quiz

1. Read everything before doing anything.
2. Put your name in the upper right-hand corner of the paper.
3. Circle the word "name" in the second sentence.
4. Draw five small squares in the upper left-hand corner of this paper.
5. Put an X in each square mentioned in number 4.
6. Put a circle around each square.
7. Sign your name under the title of this page.
8. After the title, write "yes, yes, yes."
9. Put a circle around sentence number 7.
10. Put an X in the lower left-hand corner of this page.
11. Draw a triangle around the X you just made.
12. On the back of this page, multiply 70 × 30.
13. Draw a circle around the word "paper" in sentence number 4.
14. Loudly call out your first name when you get to this point in the test.
15. If you think that you have carefully followed directions, call out "I have."
16. On the reverse side of this paper, add 107 and 278.
17. Put a circle around your answer to this problem.
18. Count out in your normal speaking voice from 1 to 10 backwards.
19. Punch 3 small holes in your paper with your pencil point here . . .
20. If you are the first person to get this far, call out loudly, "I am the leader in following directions."
21. Underline all even numbers on the left side of this page.
22. Now that you have finished reading carefully do only sentences one and two.

Meeting Agenda and Record

Meeting Date: _____ Regular _____ Special _____

Presiding: _____

1. Call to order
2. Roll call
3. Minutes of last meeting
4. Treasurer's report
5. Business carried over from previous meeting (but not covered in coming committee reports):

Items	Action Taken
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

6. Committee reports and actions on business deferred or assigned from previous meetings:

Committee-Individual	Report—Action Taken
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

7. New business items and committee reports concerned with these items:

New Business	Committee Reports
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

8. Announcements or other reports which require no action
9. Committees appointed and tasks assigned
10. Program
11. Adjournment

Secretary's Worksheet

MEETING OF _____

DATE _____ TIME _____ PLACE _____

PRESIDING OFFICER _____

MEMBERS PRESENT _____ ABSENT _____

MINUTES OF PREVIOUS MEETING _____
(state if accepted, corrected, etc.)

TREASURER'S REPORT _____
(amount reported and disposition of report)

BUSINESS CARRIED OVER

Item _____ Presented by _____

Action _____

Maker of motion _____ Seconded by _____

Vote: _____ For _____ Against

COMMITTEE REPORTS (and actions taken as a result of these reports on deferred assigned business)

1. Report of committee on _____
   Presented by _____ written report _____ verbal _____
   Recommendations or motion _____
   Maker of motion _____ seconded _____ Vote _____ for _____ against
2. Report of committee on _____
   Presented by _____ written report _____ verbal _____
   Recommendations or motion _____
   Maker of motion _____ seconded _____ Vote _____ for _____ against

NEW BUSINESS (for each item record action taken, if referred to committee, and names of committee members)

1. Item _____ Presented by _____
   How handled? _____
2. Item _____ Presented by _____
   How handled? _____

ANNOUNCEMENTS OR OTHER REPORTS (those requiring no action—attach copies of these to minutes)

1. _____
   reported by _____
2. _____
   reported by _____
3. _____
   reported by _____

NEW COMMITTEES APPOINTED (include task assigned)

1. _____
   Members: _____
   Task assigned _____
   Date report due _____
2. _____
   Members: _____
   Task assigned _____
   Date report due _____

SUMMARY OF PROGRAM _____

_____

GUESTS PRESENT _____

ADJOURNMENT _____
(time of adjournment and how)

_____
(signature of secretary)

NOTE: Collect a copy of all reports given and attach them to minutes. Check with absentees. Type up a summary for members, adviser, and administration.

Sample

Form for Treasurer to Report Financial Information

STATEMENT OF ACCOUNTS

Month _____ Year _____ Amount Budgeted _____

Account	Expenditures Month to Date		Receipts Month to Date		Balance

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Sample

Treasurer's Ledger Sheet

Account _____ # _____ Amount Budgeted _____

Date	Transaction	Amount		Running Balance
		Received	Expended	

Authorization for Expenditure

Organization Name

Date _____

Person(s) Making Request _____

_____

_____

Purpose of Expenditure _____

Item(s) To Be Purchased	Quantity	Amount

Authorization

President _____ _____
date

Treasurer _____ _____
date

To be charged to _____ account

Adviser _____ _____
date

Please attach sales slip(s) to this form and return to the treasurer.

Sample Receipt

_____ Date _____

Received From _____

_____

Amount _____

For _____

Account _____ _____
Signed

GROUP: _____

DATE TODAY: _____

Officers and Committees at a Glance

Phone: _____

PRESIDENT

Phone: _____	Phone: _____	Phone: _____
Vice-President and Committees	Secretary and Committees	Treasurer and Committees
Committee: _____	Committee: _____	Committee: _____
Chairperson: _____	Chairperson: _____	Leader: _____
_____ Phone: _____	_____ Phone: _____	_____ Phone: _____
_____ Phone: _____	_____ Phone: _____	_____ Phone: _____
Committee: _____	Committee: _____	Committee: _____
Chairperson: _____	Chairperson: _____	Leader: _____
_____ Phone: _____	_____ Phone: _____	_____ Phone: _____
_____ Phone: _____	_____ Phone: _____	_____ Phone: _____
Committee: _____	Committee: _____	Committee: _____
Chairperson: _____	Chairperson: _____	Leader: _____
_____ Phone: _____	_____ Phone: _____	_____ Phone: _____
_____ Phone: _____	_____ Phone: _____	_____ Phone: _____

FILL OUT IN PENCIL—and keep up-to-date as changes are made in Committees, etc.

Things To Do Today

DAY _____

Appointments and Telephone Calls:

_____ _____

_____ _____

_____ _____

Done ✔

1. _____ ☐
2. _____ ☐
3. _____ ☐
4. _____ ☐
5. _____ ☐
6. _____ ☐
7. _____ ☐
8. _____ ☐
9. _____ ☐
10. _____ ☐
11. _____ ☐
12. _____ ☐
13. _____ ☐
14. _____ ☐
15. _____ ☐

Weekly Planning Guide

Week Beginning _____

	MONDAY	TUESDAY	WEDNESDAY
A.M.			
NOON			
P.M.			
EVE.			

	THURSDAY	FRIDAY	SATURDAY
A.M.			
NOON			
P.M.			
EVE.			

#1 Goal _____

Reminders

THINGS TO DO THIS MONTH

MEETINGS TO HOLD THIS MONTH

IMPORTANT THINGS TO REMEMBER

PEOPLE TO SEE THIS MONTH	PHONE	ADDRESS

★ NOTES ★

YEAR_____ **Month** _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT./SUN.
					SAT.
					SUN.
					SAT.
					SUN.
					SAT.
					SUN.
					SAT.
					SUN.
					SAT.
					SUN.
					SAT.
					SUN.

Student Officer Roster

Position/Office	Name	Address	Phone

Administration Roster

Position/Office	Name	Address	Phone

Committee Roster

COMMITTEE:

Chairperson	Address	Phone
Committee Members		

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Planning Activities

Program planning works best when it is simple. To keep the process simple, there are only three kinds of information that are needed when planning an activity.

1. What needs to be done?
2. Who is going to do it?
3. When must it be completed?

The answers to these questions are critical for successful planning. Two planning forms have been provided (on the following pages) for your use in planning. They are (1) Activity Preparation Worksheet, and (2) Planning Schedule.

Activity Preparation Worksheet

This form is an information gathering worksheet. It is used to list all of the possible tasks, resources, and items that must be considered in the planning and preparation of a program or activity.

If you were planning a homecoming dance, you would list all of the items that need to be accomplished to insure the completion of a successful dance. The sample Activity Preparation Worksheet (on next page) indicates some of the kinds of information that should be gathered.

Every effort should be made to gather as much information as possible, whereas this information is the basis from which assignments are made.

Planning Schedule

This form is used for the purpose of assigning students and completion dates to all tasks. Tasks will never be completed unless someone is assigned to each task. Furthermore, the assigned student needs to know when the task is to be completed.

SAMPLE

Activity Preparation Worksheet

ACTIVITY: Homecoming Dance	**DATE OF ACTIVITY:** October 22
List all items, tasks, people, and resources that will be needed for the successful completion of the activity.	
1. Reserve dance hall	21.
2. Contract with Dance Band	22.
3. Purchase decorations	23.
4. Decorate dance hall	24.
5. Check lighting	25.
6. Purchase refreshments	26.
7. Choose theme	27.
8. Select help for refreshments	28.
9. Select help for decorating	29.
10. Items for serving refreshments	
11. Newspaper ads	31.
12. Flyers	32.
13. School P.A. announcements	33.
14. Tables and chairs	34.
15. Etc.	35.
16. Etc.	36.
17.	37.
18.	38.
19.	39.
20.	40.

Activity Preparation Worksheet

ACTIVITY:	DATE OF ACTIVITY:
List all items, tasks, people, and resources that will be needed for the successful completion of the activity.	
1.	21.
2.	22.
3.	23.
4.	24.
5.	25.
6.	26.
7.	27.
8.	28.
9.	29.
10.	30.
11.	31.
12.	32.
13.	33.
14.	34.
15.	35.
16.	36.
17.	37.
18.	38.
19.	39.
20.	40.

Activity Summation for a Student Organization

Project: _____ Chairperson(s) _____

_____ _____

Date to begin project _____ Date of project _____

Site _____ Time _____

Purpose: _____

_____

_____

_____

_____

_____

Project Needs (list items, cost, and source) _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

People To Contact	*Phone #*	*What To Ask:*

Budget:	*Quantity*	*Item*	*Cost*

Recommendations: _____

_____

_____

_____

_____

_____

Sample Planning Schedule

Activity: Homecoming Dance **Date of Activity:** October 22

Tasks:	Person Responsible:	Date To Be Completed:	Comments:
Reserve Dance Hall	Bill S.	Aug. 10	
Contract Band	Jill T.	Aug. 15	
Choose Theme	John M.	Aug. 10	
Purchase Decorations	Jill T.	Sept. 15	
Print Tickets	Mary B.	Oct. 1	
Order Refreshments	Sue R.	Oct. 1	
Purchase Refreshments	Sue R.	Oct. 22	
Etc.			
Etc.			

Planning Schedule

Activity: **Date of Activity:**

Tasks:	Person Responsible:	Date To Be Completed:	Comments:

Agenda

Meeting: _____ Date: _____

Announcements	Notes/Action
1. 2. 3. 4. 5. 6. 7. 8.	
Old Business	
1. 2. 3. 4. 5. 6. 7. 8.	
New Business	
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.	
Next Meeting	
1. 2. 3.	

Conference with the Principal

1. Prepare a typewritten summary of your intentions.
2. Decide who should be involved in the conference.
3. Make an appointment with the principal's secretary. (He or she may be able to alert you on how receptive the principal is on the day of the conference.)
4. Be sure you are completely prepared. Give a copy of the proposal to the secretary so she can pass it on to the principal before the conference.
5. Be prepared to answer questions about the proposal. Be sure you have examined all aspects and ask yourself questions and have answers that the principal might ask.
6. Be on time, look good, be friendly.
7. Bring all materials you might need to the conference.
8. Listen to what the principal has to say and take notes.
9. Cover all areas of the proposal, including advantages and disadvantages.
10. If possible, give him/her a choice.
11. Incorporate suggestions of the principal.
12. Write up an accurate report of the meeting, date it, and file it. Send a copy of the report to the principal with a thank-you note.

Checklist for Conducting Meetings

1. Is the meeting location reserved?
2. Are the tables and chairs set up appropriately?
3. Have all of the participants been notified and if necessary reminded of the meeting time and location?
4. Has the agenda been prepared and printed?
5. Have all the handout materials been printed, and are they stacked in the proper sequence?
6. Are all individuals making presentations during the meeting properly prepared? Are they also aware of their time allotments?
7. Have special guests who will be making reports and presentations been placed at the beginning of the agenda so there will not be any unnecessary waiting on their part? Are they also aware of their time allotment?
8. Are your minutes of the last meeting prepared, printed, and ready for approval?
9. Are the items on your agenda placed in order of importance and priority? In event that time runs out, this will ensure that the most important items have been covered.
10. Have you arranged for all needed audio/visual equipment? This equipment would include: blackboard, flip chart, slide projector, film projector, screen, extension cord, projector table or stand, chalk, eraser, felt tip pens, charts, etc.

Sample Agenda

Meeting: Student Council Meeting Date: October 2, 19

Announcements	Notes/Action
1. Meeting with faculty, Tuesday, 4 p.m. 2. Football game, Friday, 3:30 p.m. 3. Concert, Saturday, 7:30 p.m. 4. 5. 6. 7. 8.	
Old Business 1. Approval of minutes 2. We need two more students for dance committee 3. Approval has been given for vending machines 4. North Garden High Sch. will co-sponsor dance. 5. 6. 7. 8.	
New Business 1. Guest speaker 2. Charity fund-raising drive 3. Plans for Christmas dance 4. Report from adviser concerning training 5. Officer reports, 3 minutes each 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.	
Next Meeting 1. Time: 3:30 p.m. 2. Place: Room 27 3. Date: October 9,	

Exercises for Group Process Section

Hidden Agendas

A hidden agenda refers to the unstated needs and motivations of individuals within the group. Have members role play a specific hidden agenda in exaggerated form while discussing a topic. For instance, the group's president is only at the meeting to socialize. The treasurer's boyfriend is waiting outside. One member always plays the devil's advocate.

Functional Roles

By means of role playing, have the group show several different kinds of group members. Some should show task roles, some should show maintenance roles, and others should show self-oriented roles.

Leaders

By means of role playing, have the group show different types of *un*desirable leaders interacting with the group.

Boundary Breaking

Procedure for the leader:

1. Seat the group in a circle. No one is to be out of the circle. People should be seated as closely together as possible.
2. Name tags or person identity should be immediate so that answers may be related directly to the person. (Name games preceding this experience are helpful.)
3. Each person must answer every question, although he or she may "pass" while thinking, but be certain to come back to each one. No one is to be allowed not to answer.
4. The leader should repeat the answer of each person. (Some people do not speak loudly in this setting.) Positive encouragement is essential. Keep all group members comfortable and informed.
5. Group members may not repeat someone else's answer!!! Ask the repeater to clarify what he or she means and point out the differences between the two answers.
6. Questions are not to be explained or limited. Each person is to react to what he or she hears. Keep the mood serious at all times. If a person does not understand a question, repeat it with the same wording.
7. Sessions should be less than two hours, but determined by the alertness, response, and interest of the group. Do not use all the sample questions, cull what you reject at the first reading. Add what occurs to you as positive additional material.
8. Do not tell the participants about the "Synthesis Set" beforehand. Switch to the Synthesis Set while interest is still strong. Always include this part in the session. Here is where closure happens.
9. The group should consist of 10-15 people, with equal members of boys and girls and a variety of students.

10. Participants must be given a careful explanation of the program so that each person will know the nature and extent of personal commitment. This is NOT a sensitivity experience nor an encounter session. This is simply a positive deepening of awareness on a people-to-people basis.

Directions to Participants:

We are going to respond to a series of questions. Every answer you give is absolutely right. No one will question it. Simply respond to what you hear. You may choose any answer you want—but you must choose an answer. You cannot "cop out" by stealing someone else's answer. We will proceed around the circle, starting with a different person each time. If you can't think of an answer at your turn, say "Pass" and I'll come back to you later. Please don't let me forget you!

Please speak loudly so that everyone else can hear. Try not to change your answer once you decide what it will be. Don't change to what you think will be a more appropriate answer. Stay as honest as you can.

While each member is answering, watch that person closely. We can learn a great deal from the look of a face, the movement of the hands, the nuance of head movement, and by what people do not say—or hesitate in saying. We are concerned with discovering good things about each other—with finding real other persons—and our own personal strengths/characteristics.

We must LISTEN. This is not a debate! We are not here to disagree. We are here to seek the person that is each of us. Too often we defend our own little worlds without listening to all the hearts beating around us.

The Questions

1. Who is the most relevant person in our time?
2. What is the title of the last book you read?
3. What is the best movie you have ever seen?
4. What comes to your mind first when you hear the word sincerity?
5. What is the most beautiful thing about people?
6. What is the most honest thing you have known?
7. What physical thing do you want to build more than anything else?
8. What is the ugliest thing you know?
9. What do you like to do most with a free hour?
10. What force of history are you most aware of as you plan your life?
11. What is the most significant event of the last three months?
12. On what basis do you select your friends?
13. What is the most overwhelming thing you know?
14. What is the greatest problem in the United States?
15. What thing makes you feel most humble?
16. What is the greatest value that guides your life?
17. If you could choose to be an animal other than man, what animal would you choose to be?

18. If you could smash one thing and only one thing, what would you smash?
19. What is the greatest crime one man can commit toward another?
20. What is the best book you have ever read?
21. For what do you think you would be willing to lay down your fine life?
22. What do you feel when you stand on the shore of an ocean or lake or river?
23. How would you symbolize the human soul? (A rose, a sunset, a fountain, a dove, etc.)
24. If you were to tape record the sound of violence, what sound would you use?
25. What sound would you use for beauty?
26. If the atomic bomb were going to explode a block away in ten minutes, what would you do for those ten minutes?
27. If you could travel to one place in the world, where would you go first?
28. What is your favorite sport?
29. How many children do you want?
30. What is your strongest emotion?
31. What one word would you put on your gravestone?
32. What word best describes your total life up to this moment of time?
33. What is your biggest worry?
34. What is the most beautiful thing you have ever seen?
35. What one idea does everyone in this room want to hear?
36. What do people like best about you?
37. What do you think of when you think of tragedy?
38. What person has influenced your life the most?
39. What skill do you need in order to succeed?
40. What talent should you develop?
41. What makes you most secure?
42. What institution is most in need of change?
43. What word best describes advertising?
44. Choose a word to describe a sunset.
45. When do you feel most lonely?
46. When do you sense being most alive?
47. What TV advertisement bothers you the most?
48. Choose a word which you feel describes old people.
49. Why are there people we see all year long in school and we don't speak to them?
50. What is the biggest waste you know of?
51. What quality do you look most for in a friend?

52. What will save American politics?
53. What future discovery do you anticipate most?
54. What is your greatest fear?
55. What is your greatest embarrassment?
56. What do you love the most?
57. When you think of children less than three years old, what comes to your mind?
58. If you were to paint it what color would you paint love?
59. What's another word for God?
60. What person would you follow the farthest?
61. What one day in your full life would you like to live over?
62. What is the most powerful force loose in the world today?
63. What is the greatest music ever composed?
64. If you were given a dollar to do anything you wished with, what would you do?
65. What one famous person in history would you most like to be?
66. If you could travel back to any period of history, what period would you choose?
67. What is the one thing you dislike most about the opposite sex?
68. What is the best piece of advice your parents ever gave you?
69. What one thing do you dislike most about a school principal?
70. What quality do you admire most in a teacher?

Synthesis Set of Questions:

Do not tell the participants about this beforehand. After all the questions have been answered, ask these questions of the group and have them respond. Tell them to answer these questions in the light of answers given by the members of the group. You can ask these questions at random, having several people in the group comment on the same question.

1. Which person was most honest in giving answers?
2. Which person did you learn the most about?
3. What person do you want to know better?
4. Which person do you know the least about?
5. Which person do you think you could best work with for a long period of time?
6. Which person had the deepest insights?
7. Which person surprised you the most?
8. Which person likes people the most?
9. Which person is the most sensitive to life?
10. Who is the best planner?
11. Who seems to enjoy life the most?

12. Which answers do you want explained?
13. Who has the most "soul"?
14. Which person will be the best leader?
15. Which person has the most promise?
16. Which person do you feel is most like you?
17. Which person has the most charisma?
18. Which person seems most practical and down-to-earth?
19. Which person seems the most idealistic?
20. Which person seems the most self-confident?

Tower Building

Objective: Building group cohesiveness

Materials: Straws, tinker toys, used computer cards, or other miscellaneous items.

Procedure:

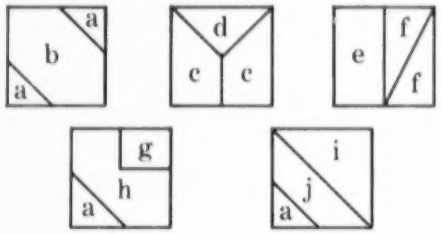
1. Divide students in groups of five to eight members.
2. Each group will have five minutes to discuss and plan how to build their tower. The tower must be free-standing and durable.
3. At the end of five minutes instruct the group that they have 10 minutes to construct their tower. This is a non-verbal exercise. No person may talk in the 10 minute period.
4. Each group should have an observer and a leader. The observer will not participate in the construction.
5. At the end of 10 minutes, towers are displayed for the entire group. The leader may have three minutes to explain the group's tower to the group. Each observer should share information such as, Who assumed leadership? Who was most helpful? Least helpful? Were there differences in the plans and the finished product?
6. Towers may be judged by applause for height, stability, beauty, etc.

Here are step-by-step instructions for the game:

The Set-Up

Five pieces of stiff paper (cut into 6" squares) make up one set.

1. Cut and label the squares according to the diagram below:



2. Place the pieces in five envelopes, using the following combinations:

   Envelope A—j, h, e
   B—a, a, c
   C—a, i
   D—d, f
   E—g, b, f, c

Note that several combinations of the pieces will form one or two squares, but only one combination will form five squares.

3. Divide the students into five groups of five.
4. Pass out one envelope per group.

Game Rules

Instruct players that there are exactly enough parts distributed among the five people to make five complete squares. Their task is completed when a square is put together in front of each person in each group.

1. Players may not talk, signal, or gesture in any way that would provide guidance or direction to another group member.
2. Players may give any of their pieces of the puzzle to another player in their group.
3. Each player's puzzle pieces must be in front of him, except when he is passing a piece to another player.

Discussion

Immediately following the end of the game, ask the following questions:

- How did you feel during the activity?
- How did your group function? Was there a pattern?
- Did you follow the rules?
- Did a leader identify himself or herself?
- How did your group define cooperation?

Non-Functional Individual Roles*

Often group members exhibit behaviors that do not contribute to group maintenance or task accomplishment and interfere with the effectiveness of the group. Examples of such non-functional roles are:

1. *Dominator:* tries to assert authority or superiority or to manipulate the group through flattery, interruptions, or demanding right-to-attention; embarks on long monologues; is over-positive and over-dogmatic; constantly tries to lead group even against group goals; is autocratic and monopolizing.
2. *Blocker:* resistant, stubborn, negative, uncooperative, pessimistic, interferes with group progress by rejecting ideas and arguing unduly.
3. *Help-seeker:* seeks sympathy; whines, expressing insecurity and personal confusions; depreciates self.
4. *Special interest-pleader:* claims to speak for a special group but usually is seeking attention for self; name-drops to impress the group.
5. *Aggressor:* attacks the group or the stature of its problems; deflates the status of others; may joke, express disapproval of values/acts/feelings of others.
6. *Hostile know-it-all:* struggles for status; boasts; blames others; is aggressively hostile to members, group, ideas.
7. *Fun-expert-playboy:* is not involved in the group and doesn't wish to be; may be cynical, aloof; often involved in horseplay; behaves childishly; distracts others, makes off-color remarks.
8. *Self-confessor:* uses the group as audience for expressions of personal and emotional needs; is not oriented to the group.
9. *Deserter:* withdraws from ideas, from group, from participation; is indifferent, aloof, excessively formal; daydreams, doodles, whispers to others; wanders from the subject or talks about irrelevant personal experiences.
10. *Recognition seeker:* exaggerated attempt to get attention by boasting or claiming long experience or great accomplishments; struggles against being placed in "inferior positions."

*The example above is excerpted from *A Handbook for the Student Activity Adviser* by Ron Joekel. It is available for $6 plus $3 shipping and handling. Ask for item #6207907 from Publication Sales, NASSP, 1904 Association Dr., Reston, Va. 22091. Order must be prepaid.

In-Class Exercises

The cooperation game helps participants to see what positive interaction and cooperation can do for group unity. Because this is a non-verbal game, participants are forced to pay attention to other players before they can find a solution to their problem.

Role Playing—Headbands

Activity Summary: This exercise helps participants realize what others may feel when reacted to in a certain way.

Time: 20 minutes

Group Size: 7-9

Space Required: Room with flexible seating

Materials Needed: Heavy paper, string, marker

Preparation: The facilitator should make a band from the heavy paper that can be worn over the forehead and tied around the back of the head with the string as illustrated:

Write the roles on the paper using a marker.

Administration:

1. The facilitator should pick at least 1 observer per group (possibly one who has done this exercise) and review observation/feedback techniques.
2. The facilitator should instruct the participants not to look at the roles indicated on their own headband.
3. The facilitator should name a discussion topic such as "How to overcome apathy in our school" and indicate that they have 10 minutes to come up with some solutions to the problem.
4. During the group discussion, participants should react to the person speaking according to what is written on the headband of the person speaking. (Ex: John makes a comment and his headband reads "Laugh at what I say." Then the others in the group should laugh everytime John says something.)
5. After 10 minutes call a halt to discussion.

Processing: This is the most important part of any role play and should be given about 10 minutes.

1. Facilitators should ask participants to guess what was written on their headbands based on how they were treated during the discussion by the group.
2. Observers should report how the participants reacted during the discussion, reviewing both verbal and non-verbal signals.
3. The facilitator should lead a discussion on how it felt to be treated as they were by the group.

Discussion:

1. Did you figure out what yours said? That is not the point of this exercise though.
2. How did you feel when others treated you as they were indicated to do?
3. How did you feel treating others as you were instructed to do?
4. Do we sometimes consciously or unconsciously treat others like we did here?

5. What effect would it have on a person to always be ignored or agreed with, or whatever?
6. How should we respond to others when they are talking?
7. What would be best for smooth operating of the organization?

Roles for Headbands

1. Laugh.
2. Treat me as a leader.
3. Show disgust at what I say.
4. Agree with my comments.
5. Disagree with my comments.
6. Turn your chairs away from me.
7. Don't listen to me.
8. Seek my advice.
9. Be friendly to me.

Process Observer

Directions: Your job is to observe the group as it works. Try to keep your eyes on how the group functions and what individuals *do* and *say* to help the group with its task. Resist the temptation to become involved with the task itself. Familiarize yourself with the items below so that you will have specific things to watch for. If there is more than one process observer, you may wish to divide the items among you. At the end of the task, you will be asked to report on questions below. On a separate piece of paper, list each of the group members' names, leaving a space for individually directed positive feedback.

1. What was the atmosphere in which the group worked (joyful, frivolous, tense, excited)?

2. How did the group reach decisions?

3. How did the group handle conflict (humor, sarcasm, open confrontation, shouting, withdrawing)?

4. To what extent were the members of the group involved in the task? Were there any procedures which helped get people involved?

5. How did the group treat male/female differences?

6. How did the group decide who would speak and when?

7. How well did the group members listen to each other?

8. Were there any leaders? How did they arise?

9. How did the group delegate responsibility?

Group Dynamics Observation Form

NAME OF OBSERVER _____
GROUP OBSERVED _____
DATE _____

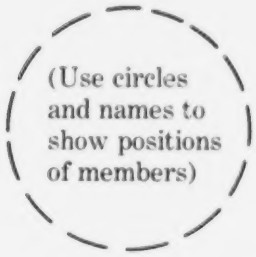
COMMUNICATIONS

Who is talking?
Is anyone dominating discussion?
Are people being cut-off in talking?
Are people having a chance to talk?
Are people listening and hearing?
Are people saying what they think and feel?

NON-VERBAL COMMUNICATIONS

Who are the non-talkers?
What kind of looks are people giving each other? or hiding from each other?
Is eye contact being established between people?
How are people sitting in relation to others?

Notes:



METHODS

How do ideas get introduced?
What happens to ideas?

Notes:

CLIMATE

—Are people tense or comfortable?
—Do people seem friendly or strange?
—Are people being trusting, or cautious?
—Are people being real, or "phony"?
—Are people being cooperative or competitive?
—Are people caring about each other?

Notes:

ROLES:

Who initiates ideas?
Who supports whom?
Who blocks progress?
Who helps the group?
Who tests for where group is?
Who provides information?
Who moves for action?

Notes:

CONTENT

What are they talking about?

Notes:

Problem-Solving and Decision-Making Exercises

How Do You Solve Conflicts in a Group?

Instruct the students to tell how desirable they think each of the proverbs listed below is as a way of solving disagreements between two or more people. Use the scores below in evaluating the desirability of each proverb.

(1) I like it a lot
(2) I like it
(3) I neither like it nor dislike it
(4) I dislike it
(5) I dislike it a lot

Mark your scores in the spaces below.

_____ 1. You scratch my back, I'll scratch yours.

_____ 2. When two quarrel, he who keeps silence first is most praiseworthy.

_____ 3. Soft words win hard hearts.

_____ 4. A man who will not flee will make his foe flee.

_____ 5. Come now and let us reason together.

_____ 6. It is easier to refrain than to retreat from a quarrel.

_____ 7. Better half a loaf than no bread.

_____ 8. A question must be decided by knowledge and not by numbers if it is to have a right decision.

_____ 9. When one hits you with a stone, hit him with a piece of cotton.

_____ 10. The arguments of the strongest always have the most weight.

_____ 11. By digging and digging, the truth is discovered.

_____ 12. Smooth words make smooth ways.

_____ 13. If you cannot make a man think as you do, make him do as you think.

_____ 14. He who fights and runs away lives to fight another day.

_____ 15. A fair exchange brings no quarrel.

_____ 16. Might overcomes right.

_____ 17. Tit for tat is fair play.

_____ 18. Kind words are worth much and cost little.

_____ 19. Seek till you find, and you'll not lose your labor.

_____ 20. He loses least in a quarrel who keeps his tongue in cheek.

_____ 21. Kill your enemies with kindness.

_____ 22. Try and trust will move mountains.

_____ 23. Put your foot down where you mean to stand.

_____ 24. One fight for another makes good friends.

_____ 25. Don't stir up a hornet's nest.

Scoring Sheet

A low score in any area would show an inclination to use that method to solve conflict.

1. Confrontations	Questions	Your Score	
	#5	_____	
	#8	_____	
	#19	_____	_____
	#19	_____	Your total (4-20)
2. Smoothing	Questions	Your Score	
	#3	_____	
	#12	_____	
	#18	_____	
	#21	_____	_____
	#24	_____	Your total (5-25)
3. Compromising	Questions	Your Score	
	#1	_____	
	#7	_____	_____
	#15	_____	Your total (3-15)
4. Withdrawing	Questions	Your Score	
	#2	_____	
	#6	_____	
	#9	_____	
	#14	_____	
	#20	_____	_____
	#25	_____	Your total (6-30)
5. Forcing	Questions	Your Score	
	#4	_____	
	#10	_____	
	#13	_____	
	#16	_____	
	#17	_____	_____
	#23		Your total (6-30)

Credit to: *OASC Broadsides* William R. Jolley, editor and OASC Middle Level Coordinator, Cincinnati, Ohio

Lost on the Moon*

Purpose

To teach in an entertaining way the problems and potentials of working as a group. To make decisions by consensus.

Setting

This exercise can be divided into three parts and can be completed in one session of an hour and a half or over three class periods. Particularly suitable for grades 7 through 12, the exercise might also be used in some fifth and sixth grade classes. Its subject matter makes it especially relevant to science and social studies; and the ranking and scoring procedures might make it useful in a math class.

Procedure

1. Choose two or three students who are competent in arithmetic to serve as a scoring committee. They can participate in Part One of the exercise and observe the rest.

   Devise a method for dividing the class into groups of five or six members. Groups might be formed around a large table or by moving desks to form small circles. Each student will need an area on which to write.

   Prepare enough copies of the problem to have 2 for each student as well as 10 to 12 extra copies for the Group Summary forms.

2. Briefly introduce the problem without going into details of the exercise, and provide each student with two copies of the problem sheet. Give each group a number and have the students put that number on their problem sheets. Read the instructions aloud. Instruct each student to work independently, ranking each item in order of its importance and recording the ranking on both sheets. As the students finish, have the scoring committee collect one copy from each student, keeping the groups separated.

   (If the exercise is being conducted in one session, the groups move into Part Two immediately. Otherwise, collect the individual sheets and return them to the groups at the start of the next session.)

3. Have the scoring committee total the individual scores by comparing them with the key. For each item, the score is the absolute difference between the student's ranking and the correct ranking. The total score is the sum of the scores for each item. The lowest score is the "best."

   The scoring committee should also compute the average individual score and the range of individual scores for each group.

4. Ask each group to complete one ranking representing the decision of the whole group. Emphasize that decisions are to be based as far as possible on logic and fact rather than on any personal preference and should represent common agreement among group members rather than a simple majority vote. At this point, discussion may become quite animated, and a group should have plenty of time to reach its decision.

*This exercise was originally devised by Jay Hall, Ph.D., American Behavioral Science Training Laboratories, Houston, Texas.

5. As the groups finish, have the scoring committee collect and score the group sheets by the same method used for the individual forms. The scoring committee should also calculate the difference between each group's score and the average individual score for that group's members. The committee then prepares a sheet for each group listing the following information:

   Average individual score
   Range of individual scores
   Group score
   Differences between average individual and group scores.

   (Like Part Two, Part Three can be the continuation of a single session or the beginning of a third one. Because this is the part in which students learn about working together in groups, it should be given a full half hour or more.)

6. Begin by explaining the scoring key and the scoring method. Give each group the final sheet prepared by the scoring committee and ask the groups to discuss the results separately for 10 or 15 minutes.

7. Once the groups have begun their individual discussions, make a chart on the board or newsprint.

8. Give the groups their own charts and discuss the following questions one by one:
   Did the group do better than any individual?
   Did it do better than the average individual? Why?
   Did some member have more influence than others?
   How did your group reach agreement?

Analysis

After the groups have had sufficient time for individual discussions, call their attention to the chart and have the entire class discuss the differences.

Ask these questions of the class:
What are the advantages and disadvantages of this method?
How did you feel working in the group?

Often the group that has taken the greatest amount of time to reach a decision will have the best score. Also, it is not uncommon to find that the group score will be better than that of any individual within the group. Sometimes a usually retiring class member will turn out to be more resourceful in working on the problem than the presumed class expert. The importance of identifying member resources, the different roles played by group members, the value of collaboration, different styles of group decision making and their consequences—these are some of the points to be derived from the experience.

Materials

Two copies of the problem for each student and 10-12 extra copies
Newsprint or chalkboard

Lost on the Moon—Problem Sheet

Group Number _____

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Listed below are the 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important, and so on through number 15, the least important.

_____ Box of matches
_____ Food concentrate
_____ 50 feet of nylon rope
_____ Parachute silk
_____ Portable heating unit
_____ Two .45 calibre pistols
_____ One case dehydrated milk
_____ Two 100-pound tanks of oxygen
_____ Stellar-map (of the moon's constellation)
_____ Life raft
_____ Magnetic compass
_____ 5 gallons of water
_____ Signal flares
_____ First aid kit containing injection needles
_____ Solar-powered FM receiver transmitter

Lost on the Moon—Scoring Key

Listed below are the correct rankings for the "Lost on the Moon" items, along with the reasons for the ranking provided by NASA's space survival unit.

(15)	Box of matches	Little or no use on the moon
(4)	Food concentrate	Supply daily food required
(6)	50 feet of nylon rope	Useful in tying injured, help in climbing
(8)	Parachute silk	Shelter against sun's rays
(13)	Portable heating unit	Useful only if party landed on dark side
(11)	Two .45 caliber pistols	Self-propulsion devices could be made from them
(12)	One case dehydrated milk	Food, mixed with water for drinking
(1)	Two 100-pound tanks of oxygen	Fills respiration equipment
(3)	Stellar map of the moon's constellation	One of the principal means of finding directions
(9)	Life raft	CO bottles for self-propulsion across chasm, etc.
(14)	Magnetic compass	Probably no magnetized poles; thus useless
(2)	5 gallons of water	Replenishes loss by sweating, etc.
(10)	Signal flares	Distress call within line of sight
(7)	First-aid kit containing injection needles	Oral pills or injection medicine valuable
(5)	Solar-powered FM receiver transmitter	Distress signal transmitter, possible communication with mother ship

Desert Island Decision Chart

Directions

You are one of the three persons marooned just off a desert island in the Pacific. Your lifeboat is leaking badly and will surely sink when the tide comes up—which it's fast doing now. You and your fellow passengers have decided to strike out for shore, carrying what you can. Whatever you don't take will probably be destroyed when the boat sinks.

From the gear listed below, list the items you think the group should take to shore. You cannot take all of the items. Put a "1" next to the item you consider most vital, a "2" next to the next most important, and so on.

Consider each piece of gear, and write what you think the consequences would be if it were unavailable. Rank the consequences of unavailability. Put a "1" next to the most serious consequence, and so on. Compare the rankings of the gear to the rankings of the consequences and come up with a final ranking. Next, meet as a group and come up with a group ranking. Do you agree with the group?

Gear List	Ranking	Consequences Ranking	Ranking	Group Ranking
Waterproof matches				
A jug of water				
A compass				
A large ball of string				
A Bible				
A mirror				
A nylon tent				
A map of the Pacific Ocean				
Dehydrated food				
A flashlight				
A .45-caliber pistol, loaded				
Powerful field glasses				
A first aid kit				
A heavy, but portable short-wave radio				
A sharp knife				
A change of clothes				

Exercises for Evaluation

Instructions: Think back over the meeting you have just attended in light of the items below. Check the statements that most accurately describe your observations.

1. *Direction*
   - ____ a. Comments slid from point to point; people didn't seem to really care about what they were saying.
   - ____ b. Harmonious discussion among agreeable people.
   - ____ c. One person or several took over and controlled the topic and the flow of discussion.
   - ____ d. The leader stepped in to try to keep the session organized, on the track, and on time.
   - ____ e. Lively exchange of views with each person regulating his or her own contributions prevailed.
2. *Decision Making*
   - ____ a. Remarks were not picked up. They fell like lead balloons.
   - ____ b. After support of a thought by one or two, the course of action developed.
   - ____ c. Bulldozing by one or a few.
   - ____ d. Compromise was the key to decisions.
   - ____ e. Decisions were based on complete understanding and agreement.
3. *Expressing Ideas*
   - ____ a. Ideas and opinions were expressed with little conviction.
   - ____ b. Polite give-and-take resulted in a friendly session.
   - ____ c. Discussions were on a "win your own point" basis; people held tight to their own points of view.
   - ____ d. Although different ideas and opinions were expressed, acceptable positions were reached; people moved from their positions to make group progress.
   - ____ e. Ideas and convictions were expressed frankly and honestly; differences were worked through to mutual understanding.
4. *Atmosphere*
   - ____ a. Going through the paces; flat, lifeless.
   - ____ b. Easygoing and pleasant.
   - ____ c. Win-lose competitiveness; critical and tense.
   - ____ d. Interesting and satisfying.
   - ____ e. Penetrating and rewarding, challenging, caring.

5. *Evaluation*

____ a. Little or no attention given to discussing group action.

____ b. Compliments given, but faults not examined.

____ c. Fault-finding; nonconstructive criticism.

____ d. Suggestions of how to do differently or better.

____ e. Real effort to evaluate the group while it was working, both for improving action and for learning.

Year-End Self-Evaluation

1. I have helped my school organization set up definite goals and have helped to plan for the current school year.

   True ____ False ____

2. I have tried to follow the philosophy that leadership is shared by all members of the group.

   True ____ False ____

3. I have attempted to use my knowledge of why people behave as they do in groups to increase my effectiveness in informal and formal groups.

   True ____ False ____

4. I have tried in at least one way to improve relationships in my school by better communications between student and student, student and administration, student and teacher, student and community.

   True ____ False ____

5. I have consciously attempted to use good problem-solving techniques in solving at least some of the problems facing my student council.

   True ____ False ____

6. (Essay) The following paragraph describes at least one way in which I tried to pass on the lessons that I learned to my fellow students:

7. (Multiple choice) I now believe that the most important criterion of leadership is:

   ____ a. How well my organization did in completing projects.

   ____ b. How successful I was in making friends.

   ____ c. How successful my performance as a leader in my own school has been during the past months.

8. Spend at least one hour rereading your notebook. Ask yourself enough questions to finish a full evaluation.

Perhaps the answers are not nearly so important as the fact that the questions were honestly, meaningfully asked.

Post-Meeting Reactions Form

Directions: You are to rank-order each statement in each set 1 (most like) to 10 (least like) to describe the meeting and your behavior. Use this procedure: In each set, first identify the statement you would rank 1, then the one you would rank 10, then 2, then 9—alternating toward the middle of the scale.

The meeting was like this:

( ) There was much warmth and friendliness.
( ) There was much aggressive behavior.
( ) People were uninterested and uninvolved.
( ) People tried to dominate and take over.
( ) We were in need of help.
( ) Much of the conversation was irrelevant.
( ) We were strictly task-oriented.
( ) The members were very polite.
( ) There was much underlying irritation.
( ) We worked on our process issues.

My behavior was like this:

( ) I was warm and friendly to some.
( ) I did not participate much.
( ) I concentrated on the job.
( ) I tried to get everyone involved.
( ) I took over the leadership.
( ) I was polite to all.
( ) My suggestions were frequently off the point.
( ) I was a follower.
( ) I was irritated.
( ) I was eager and aggressive.

Group Evaluation Sheet

A. Evaluate your group on the following scales by rating each item from 1 to 7 (7 being ideal).

(1) ——————————→ (7)

Listening

1. People talked past each other, little genuine attempts to understand others. — Careful listening to others views.

Openness

2. Discussion was polite, cautious, views held little conviction. — Ideas expressed with candor, differences threshed out.

Task-Orientation

3. Discussion was disorganized and rambled from point to point. — Discussion stayed on track to get the task accomplished.

Participation

4. Discussion was dominated by a few. — Lively interplay, many members contributed—absence of domination.

Atmosphere

5. The atmosphere of the meeting was tense, strained, somewhat unpleasant, flat. — The atmosphere was satisfying, challenging, stimulating.

Mutual Support

6. Every person out for herself/himself. — Genuine concern for each other.

B. How would you describe the sense of "leadership" in the group?

C. How well was the task accomplished?

Personal Growth Inventory

by John O'Brien, NASC Leadership Conference Staff Member, 1964–1968

This inventory is designed to help student council leaders look at their own self-portrait. It is NOT any form of psychological test, nor does it even try to include all the parts of you that there are. Space is left for you to supply other areas that are important to your self-picture. This is for your own use. You might find it helpful to discuss your self-picture with other members of your council or with your adviser. Or you might benefit from filling in the inventory and thinking about the points it raises. Do not show it to anyone else unless you *really* think it will be of help to you.

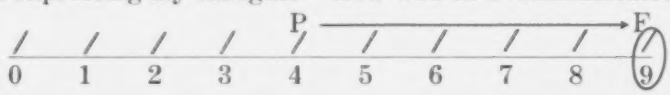
In order to complete this form, please read every statement and then place a "P" (for Present) at the scale position that you feel describes you best. You may see yourself as covering a range along the scale and not just one point. In that case circle the area in which you see yourself performing normally. The precise way you fill out the inventory is not as important as how honestly you think about the questions it raises.

After you have decided the way you see yourself at present, think about how you would like to be. Then mark that area with an "F" (for Future).

When you have finished the inventory, go back and pick three or four areas in which you would most like to grow. On each of these scales draw an arrow in the direction of growth you desire.

Example:

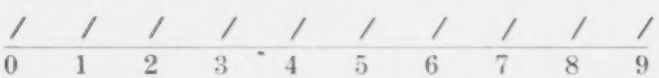
Clarity in expressing my thoughts—How well do I communicate?



I'm pretty vague. I'm exactly clear.

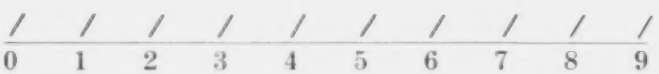
Please try the experiment of filling out this inventory.

1. Self-Understanding



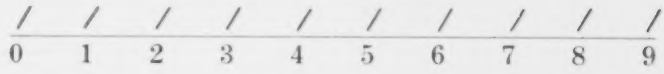
I don't know myself at all. I know myself completely.

2. Self-Esteem—Am I a worthwhile person to me?



I don't know myself as being a worthwhile person. I value myself highly.

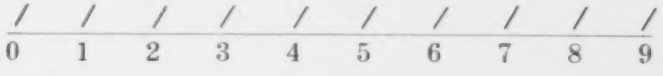
3. Self-Confidence—How sure of myself am I?



Not at all sure of myself.

Generally very sure of myself.

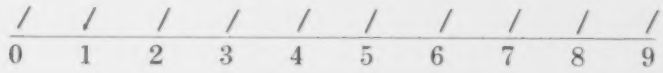
4. Giving Love—How warm a person am I?



I'm a cold fish.

I'm exceptionally warm and affectionate.

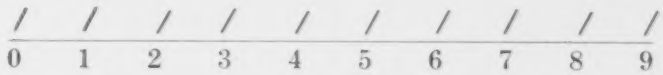
5. Accepting Love—How do I react when someone extends warmth to me?



I get uneasy.

I value affection highly.

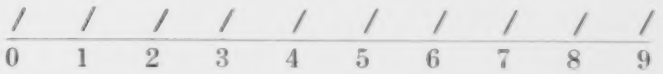
6. Openness—How honest am I with others about my own feelings and thoughts?



I reveal very little.

I reveal everything about myself.

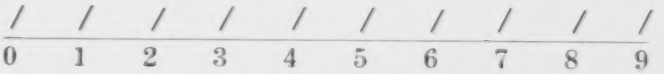
7. Tendency To Trust Others—How much do I believe in other people?



Not at all

Completely

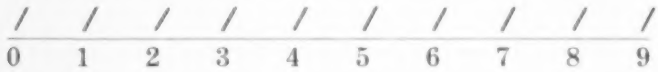
8. Peace of Mind



I'm restless and dissatisfied.

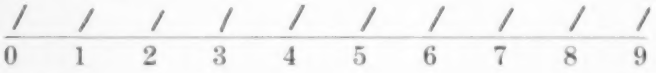
I'm at peace with myself and the world.

9. Level of Aspiration—How much do I want to achieve?



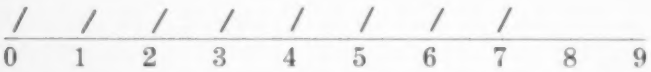
Not a lot — A tremendous amount.

10. Physical Energy



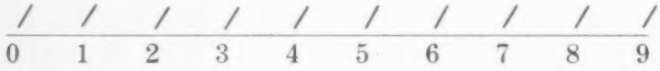
I tire easily. — I always have pep and energy.

11. Versatility—How flexible am I?



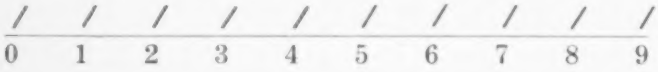
I can do only a few things well. — I can do many things well.

12. Inventiveness—How many new ideas do I get and support?



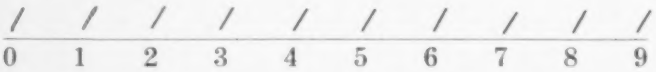
I like to keep things as they are. — I want to change everything.

13. Expressing Anger—What do I do when I get mad?



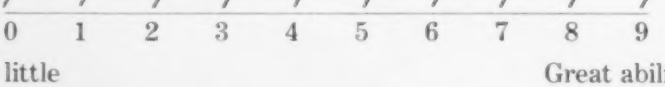
I express it openly. — I bottle it up inside.

14. Receiving Hostility



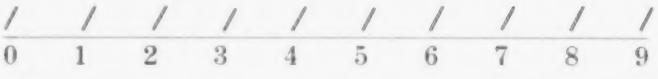
It paralyzes me. — It stimulates me.

15. Ability To Listen in an Alert and Understanding Way.



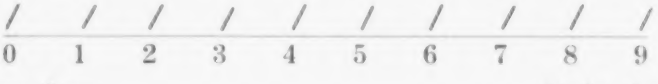
Very little ability to listen. — Great ability to listen.

16. Clarity in Expressing My Thoughts



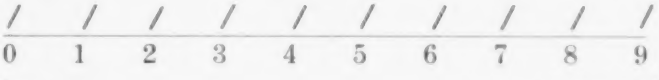
I'm pretty vague. I'm exceptionally clear.

17. Reaction to Comments or Evaluations of What I Do



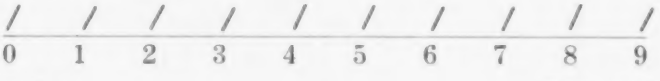
I ignore them. I take them very seriously.

18. Tolerance of Differences in Others



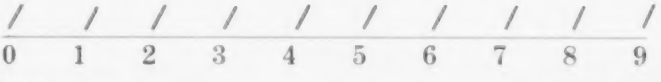
Very low tolerance — Great ability to accept differences

19. Interest in Learning



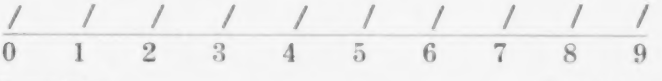
Not much — Very actively interested

20. Independence



Very little — Very independent

21. Vision of the Future



I think mainly of the present. — I look to and plan for the future.

Other important parts of the picture include:

22.

23.

24.

Now look at the items you didn't make entries for. Think about the items. Perhaps the scaled responses are meaningless to you, but how do you see that part of yourself?

Many of us have great difficulty in seeing ourselves. We don't want to admit that we are not what we want to be. For example, it takes courage to say that we are not very creative when everyone tells us a good leader is creative.

Have any of your answers to the present self-picture portion of the inventory been influenced more by what other people tell you you should be than by what you really think you are? You might want to revise some items after thinking about this.

Another way to deal with the problem of clearly seeing yourself is to discuss your responses with someone you trust and feel can help you. Perhaps someone else can help you see yourself more clearly.

Now select the three or four areas you would most like to develop. Think about the ways you can grow in these areas. Then decide what you will do.

As a result of the thinking I have done while working on this inventory, I am going to:

People who might help me include:

Date:

Reviewed on the following dates: _____

Meeting Evaluation Form

Instructions: Circle the appropriate number following each description: Five is always; four is nearly always; three is sometimes; two is not very often; one is almost never. Total your score in the space provided.

1. Each regular meeting is scheduled well in advance with the time posted.	5	4	3	2	1
2. The executive committee meets before each meeting.	5	4	3	2	1
3. Members attend all meetings regularly.	5	4	3	2	1
4. The meetings always start and close on time.	5	4	3	2	1
5. The meetings are "fun" to attend.	5	4	3	2	1
6. The adviser does not have to tell everyone what to do.	5	4	3	2	1
7. The meetings are orderly with correct parliamentary procedure being used.	5	4	3	2	1
8. An agenda of the meeting is posted well in advance of each meeting or a copy is given to each member prior to meetings.	5	4	3	2	1
9. All the officers know their roles and responsibilities regarding the conduct of meetings.	5	4	3	2	1
10. The meetings are not run by a small group of members. (Everyone participates.)	5	4	3	2	1
11. The meetings accomplish what they are supposed to accomplish.	5	4	3	2	1
12. The organization does not have to call special meetings very often.	5	4	3	2	1
13. There is no "horse play" or "goofing around" during meetings.	5	4	3	2	1
14. Committee reports and treasurer's and secretary's reports are given regularly and effectively.	5	4	3	2	1
15. Nonmembers who are invited to attend the meetings are impressed by what they see.	5	4	3	2	1
16. Members are allowed to express their points of view.	5	4	3	2	1
17. The meetings do not drag out over a long period of time.	5	4	3	2	1
18. The meetings never seem cut-and-dried.	5	4	3	2	1

Total _____

The Five Correlates of an Effective Student Organization

I. School Climate 1 2 3 4 5

A. What we do well:

1.

2.

3.

B. Where we can improve:

1.

2.

3.

II. Leadership Demonstrated 1 2 3 4 5

A. What is done well:

1.

2.

3.

B. Where improvement can occur:

1.

2.

3.

III. Projects 1 2 3 4 5

A. How well we organize:

1.

2.

3.

B. Where we can improve:

1.

2.

3.

IV. Fulfill our Purpose 1 2 3 4 5

A. What we do well:

1.

2.

3.

B. Where we can improve:

1.

2.

3.

V. Evaluation 1 2 3 4 5

A. What we do well:

1.

2.

3.

B. Where we can improve:

1.

2.

3.

Rating Scale

1= Poor
2= Below Average
3= Satisfactory
4= Good
5= Excellent

Please check appropriate space

Student _____
Representative _____
Officer _____
Faculty _____

Narrative Evaluation of a Student Activity

Description of Activity

Problems Encountered

Suggestions

Stories and Proverbs

A Story About Warm Fuzzies

Long ago only little beings called Swabeedoo-Dahs lived on earth. Most of them worked and played in a tiny village called . . . what else . . . Swabeedoo. They were a very happy people, and went about their daily existence with broad smiles on their faces and a cheery greeting for everyone they met.

One of the things the Swabeedoo-Dahs liked best was to give a magical thing called a warm fuzzy. Each of these little people carried over his or her shoulder, a bag filled with warm fuzzies. Whenever two of them would meet, each would give the other a warm fuzzy. Warm fuzzies would bring much joy and happiness to the people of Swabeedoo . . . so that the giving became a cherished tradition. It was a way of saying, "I Like You." When one received a warm fuzzy they felt *noticed and appreciated.* It made the recipient want to do something nice for someone else in return.

However, outside the village, in a cold dark cave, there lived a great green troll. He didn't really like to live all by himself—but he thought that he was so ugly that the Swabeedoo-Dahs would never accept him in their village. He was often very lonely. This made him real grouchy—and it seemed that he could not get along with anybody. He also didn't like the tradition of giving a warm fuzzy to people that he met. He thought it was a lot of nonsense—something that a proud troll should never do!

One evening the troll decided to walk into town, and on his way he met a kindly little Swabeedoo-Dah. "Hasn't this been a beautiful day?" said the cheerful Swabeedoo-Dah. "Here, have a warm fuzzy—this one is very special—I saved it especially for you because I don't see you very often."

The mean green troll was taken back for a moment at this kindness, but it didn't last long. He thought for a moment and looked around to see if there were any other Swabeedoo-Dahs close by. Then he said, "Don't you know that if you give away all your warm fuzzies—there won't be any left for you! YOU will run out of them if you are not careful."

A sudden look of surprise and fear appeared on the young Swabeedoo-Dah's face. The troll then took the bag of fuzzies and glared inside saying, "I'd say you've only got about seven warm fuzzies left in here. Better go easy handin 'em out. . . ."

With that, the mean green troll waddled away on his big green feet, leaving a very confused and sad little Swabeedoo-Dah crying.

Now the troll knew that every one of the little people in this land had an inexhaustible supply of warm fuzzies. He also knew that as soon as you give a warm fuzzy to someone, another comes to take its place, so that no one could ever, ever run out of warm fuzzies. The mean green troll just wanted to see if the Swabeedoo-Dahs had the desire to be kind and happy to everyone that they met if there was a limit to the supply of warm fuzzies. After he told this fib he felt good about going back to his cold, lonely cave.

Well, it didn't take long. The first person to come along to greet the little Swabeedoo-Dah who had been lied to by the troll was a friend of hers with whom she had exchanged many fuzzies before. He was very surprised to find that she suddenly ran from the road without a word of greeting, a smile, or even a warm fuzzy—he only heard her weep and say, "I'm sorry, but no warm fuzzies for you—I've got to make sure that they don't run out."

By the next day, the word had spread over the entire village. Everyone had suddenly learned that warm fuzzies could run out. They began to hoard their fuzzies. They only gave out an occasional warm fuzzy very, very selfishly . . . and then it was to only those who gave them something for it.

The little Swabeedoo-Dahs began to watch each other with distrust and envy. They hid their warm fuzzy bags under their beds for protection at night. Quarrels broke out over who had the most fuzzies, and pretty soon people began to trade warm fuzzies for property and goods instead of just giving them away. Thinking there were only so many warm fuzzies to go around, the king Swabeedoo-Dah proclaimed that from now on there would be a system of exchange . . . a warm fuzzy stock market. People began to haggle over how many fuzzies it cost to eat a meal, fix someone's house, or stay at the village inn. There were even some instances of warm fuzzy robberies. On some dark evenings, the kind little Swabeedoo-Dahs had enjoyed romantically strolling in the park—now it wasn't even safe for them to be out and about in their village.

Worst of all, something began to happen to the health of the little people. Many of them began to complain of pains in their shoulders and backs, and as time went on, more and more of the little Swabeedoo-Dahs became afflicted with a disease known as softening of the backbone. The victims afflicted with the disease walked around hunched over, their fuzzy bags dragging the ground. Many of the people began to say it was the weight of the bags that caused the disease. They thought it wise to leave the bags at home, locked away safety. Things got so bad that after awhile you could hardly find a Swabeedoo-Dah with a warm fuzzy bag.

The troll was pleased with the results of his lie. He had wanted to see whether the little people would feel and act as he did. Now, when he went into town he was no longer pestered by cheerful greetings or those blasted warm fuzzies. Instead, the people looked at him with suspicion—and he liked that. To him that was just facing the cold facts of reality—"It's the way the real world is," he would say to his neighbors.

Things got worse. The people began to die—perhaps because of the softening of the backbone . . . but many knew that it most likely was the lack of warm fuzzies. The happiness was gone from their village and no one cared about anyone. The village mourned the passing of its citizens. There was much sadness.

The troll heard about this. He began to feel guilty about what he had done. "Gosh, I just wanted them to see how the real world was. I never wanted anyone to die—to not care." He thought about what he should do. Slowly . . . slowly came another plan. "What those silly little people need is something to give away. That something can be what I will call a cold prickly—The people will just love 'em."

When the people saw the bags of cold pricklies, they were glad, and they took them gratefully. Now they had something to give to each other. The only

trouble was that it just is not as fun or good to give a cold prickly. You see, a cold prickly was something given instead of a warm fuzzy. *Warm fuzzies were always given in love. Cold pricklies were given instead of love*—something that really could never be duplicated. Cold pricklies were just that—cold and prickly! They often left you feeling incomplete.

Some of the Swabeedoo-Dahs didn't like the new tradition and went back to giving warm fuzzies. Some of the little people continued to give nothing at all, but many were trying hard to follow the ways of the troll and give out the cold pricklies.

The giving of warm fuzzies never really came back as the tradition for Swabeedoo. The people never realized that their supply of warm fuzzies would never run out. Fewer people were dying—but great joy and happiness seemed only a dim memory now.

Life went on like this for many years until the day of a great flood in Swabeedoo. The river close by left its banks and flowed through the town, taking everything in its path with it. The people were lucky—they had been warned and most of them got out alive. When the river returned to its banks the people went back to the town to begin rebuilding. Something was a little strange about this. The people began to help each other—work together. Even though many had lost all their worldly possessions, they were happy with the thought that they were alive. Neighbors began to give them things that they needed, but most important of all they began to give them warm fuzzies. The givers soon found that they never really did run out of warm fuzzies. The magic of this spread through the town, and from that day forth the people of Swabeedoo knew that they had something very special to give each other, just as long as they did just that . . . Give.

There Are Two Seas

There are two seas in Palestine. One is fresh, and fish are in it. Splashes of green adorn its banks. Trees spread their branches over it and stretch out their thirsty roots to sip of its healing waters.

Along its shores, the children play, as children played when He was there. He loved it. He spoke His parables. And on a rolling plain not far away, He fed five thousand people.

The river Jordan makes this sea with sparkling water from the hills. Men build their houses near to it, and birds build their nests; and every kind of life is happier because it is there.

The river Jordan flows on south into another sea.

Here is no splash of fish, no fluttering leaf, no song of birds, no children's laughter. Travelers choose another route, unless on urgent business. The air hangs heavy above its water, and neither man or beast nor fowl will drink.

What makes this mighty difference in these neighbor seas?

Not the river Jordan. It empties the same good water into both. Not the soil in which they lie, not the country round about.

This is the difference. The Sea of Galilee receives but does not keep the Jordan. For every drop that flows into it another drop flows out.

The other sea is shrewder, hoarding its income jealously.

It will not be tempted into any generous impulse. Every drop it gets, it keeps.

The Sea of Galilee gives and lives. This other sea gives nothing. It is named The Dead Sea.

There are two seas in Palestine.

There are two kinds of people in the world.

—Bruce Barton

We must alter our lives in order to alter our hearts, for it is impossible to live one way and pray another. —William Law

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He who walks through life with an even temper and a gentle patience—patient with himself, patient with other, patient with difficulties—has an everyday greatness beyond that which is won in battle or chanted in cathedrals. —Megiddo Message

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Lord—When we are wrong make us willing to change, and when we are right, make us easy to live with. —Peter Marshall

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Ideals are like stars: you will not succeed in touching them with your hands, but like the seafaring man on the ocean desert of waters, you chose them as your guides, and, following them you reach your destiny.

—Carl Schurz

One man *can* make a difference and *every* man should try.

—John F. Kennedy

Coming together is a beginning; Keeping together is progress; Working together is success. —Henry Ford

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It is not what he has, nor even what he does, which directly expresses the worth of a man, but what he is. —Henri Frederic Amiel

100 mm
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1.25
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2.0
2.2
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Games

The Initiative Games

An initiative game is a clearly defined physical and/or mental task designed to challenge the physical and mental abilities of the participants within a group. In most instances, the initiative game requires the joint efforts of the members of the group if the task is to be completed. It is a lesson in determination, teamwork, and planning.

The initiative game activity is a problem-oriented approach in which a question is presented and no answer given. The group must find the solution; and does so through planning, trying, initially failing, and finally achieving. The solution is discovered by doing. This supports the idea of learning by doing rather than by talking about it.

While promoting a number of different feelings, the initiative game activity is useful in attempting to enhance such feelings as trust, responsibility, and an improved self-concept.

The group must also deal with the handicaps of the members of the group related to weight, strength, and so on. In participating in the initiative game, the group must accept the total situation.

The initiative game is particularly helpful in developing a participant's awareness of the decision-making process, the roles involving leadership versus fellowship, and the obligations of each and every member of a group confronted with the problem.

Observer's Role

The counselor's role is to clearly present the situation, including safety procedures, and then to observe the group's efforts. You may occasionally need to remind the group of the situation as originally presented. *Instruct the group to make allowances for any physical handicaps.* Each of the problems can be solved by these groups and have been with the same equipment by other groups of students. *Be patient: don't give hints or help.*

Your role as observer:

1. Remind yourself whom you would be helping by giving hints. However, if the group becomes frustrated and defeated, you may want to encourage the group to search for a new approach. If the problem clearly will never be solved, you may give a hint. Sometimes it is better to stop and try the task at another time.
2. As an observer, make a few notes on:

   Planning: Who suggested the first trial plan? Were the plans discussed? Was a method used for planning? How did the group handle failure? How did the final plan develop?

Leadership styles: Which student leaders assumed they could do what was ruled out, i.e., "Why don't we just walk under it?" Did someone assume they couldn't do some things? i.e., "They said we couldn't pass the beam back and forth." Did the group act democratically? Employ laissez faire? Or, did a dictator arise? Were all members involved in the solution?

Roles: What roles did people assume? Did they change roles? Often a person will lead during implementation of his or her plan and if it doesn't succeed will withdraw. In watching roles, consider male vs. female, strong vs. weak, short vs. tall, etc.

Problem solving: What method did members use? Were these steps followed: recognition and acceptance of the problem, thinking and analyzing, action?

Your role during debriefing:

During the debriefing, your role is that of facilitator. Allow the group members to discuss what happened to them individually and what they saw the group do. People will have a wide variety of feelings and perceptions about what happened. Ask the group members about those factors it was suggested you notice as an observer. Share with the group points that you thought were important, but that they didn't notice. Trust your intuition.

If the group was successful and there is enough time, let them do the game variation. This time, have them test their skills by modifying their plan based on the discussion; suggest they experiment with new roles where possible. When time is up, debrief again.

Game I: The Bridge

The group must move across a field of carnivorous clover to safety. If anyone touches the clover the whole group must start over.

(variation): Have the group choose one person who has been bitten by the clover and is stiff but can't move. The group must get across the field and take the victim to the anti-clover venom.

Game II: The Electric Fence

The entire group must get over an electric fence without anyone touching the fence in any way. The group members must use themselves and an eight-foot beam that is provided. An electric field extends from the top of the fence to the ground, and it cannot be penetrated. The support posts cannot be used.

Game III: Trust Fall

One member of the group stands on a raised area approximately two feet high, closes his or her eyes, and falls backwards into the arms of the rest of the group, who are standing facing each other in a line with hands joined. (Be sure to emphasize that the person falling must remain stiff. Strong members should stand closer to the person falling.)

New Games

New Games is an approach to play combining elements of traditional games and sports with ideas about human interaction. The concept can be combined with any game and is adaptable to a wide variety of settings.

New Games is the process of finding a game that we all want to play, and playing and changing the game together as a group until we get it just the way we want it. It's the process of finding out what we have in common.

Any game can be a New Game.

Whether very active physical games or quiet games, cooperative or competitive games, the players are the most important part of any game, and they can decide how they want to play.

Anyone can play.

We try to structure games so anyone can play. We make a special effort to involve people who are usually left out and, at the same time, we try to make games challenging and fun for all.

Because we care about each other's safety, it's easier to have fun.

When all of us take part in making our games physically safe, we build the trust that helps to make the games emotionally safe. If a game isn't safe, it can't be fun.

Creating a new game is part of the fun.

Making a game widely accessible and exciting is a challenging game in itself. As each of us adds our best ideas, the game gets better and better. Making up a game can be as much fun as playing it.

We play for the fun of it.

We have no prizes to win, opponents to beat, or standards to achieve, other than our own. There is no pressure to cheat or play dangerously in order to win, and no anxiety over losing to keep us from playing our best. When we're playing just for fun, we can play hard and play fair without anyone getting hurt.

Hero/Monster

(Moderate, any number of people): Divide group in half. One half mimics a hero, the other half mimics a monster. They mingle, the caller yells "switch," and everyone switches roles.

Skin the Snake

(Active, any number of people): Participants stand in a line. Each person bends over and puts right hand in front and grasps the left hand of the person in back of him or her. Everyone places his or her own left hand through own legs. Person at end of line lies down and line backs up over him or her—each person lying down in turn. After everyone is lying down in a human chain, last person to lie down stands up and walks back, pulling the entire line up slowly.

Bumper Cars

(Moderate, pairs): One person is the driver, the other person is the car. The car puts hands up in front of him or her (bumpers) and closes eyes (headlights). Driver steers car by standing behind and placing hands on shoulders. The object is to drive your car to the other side of the circle without bumping into the other cars. Make "semi trucks" by having couples pair up with another couple and lock arms. Cars can mingle. Sound effects are good. "Vehicles" can be any size.

Standup

(Active, couples): Couples sit on floor back-to-back, lock arms, and try to stand up. Next, couples pair up with another couple and form groups of four, then eight, and try to stand up while locking arms. (Hint: Your knees need to be right under your chin and the energy of the group must focus on pushing in and up.

Shoe

(Moderate, 6-12 people): Everyone takes off shoes and places them in the middle of the circle in a pile. While chanting "Shoe, shoe . . ." each person puts on two different shoes and then tries to match up legs with the person wearing the matching shoe.

Ha Ha Ha

(Moderate, any number of people): Each person lies down with his or her head on the stomach of another person, forming a long chain. First person says "Ha," second says "Ha, ha," third says "Ha, ha, ha," etc.

Spirals

(Active, group): Group members hold hands in a line. The leader starts the spiral by standing still and wrapping his or her arm around herself or himself, pulling the line. When the spiral is complete, the leader in the center drops to the floor and crawls out, leading the line behind him or her. Don't let go of hands.

Knots

(Active, 6-12 people): All participants place hands in the center of the circle and join hands with two different people, but not with the person on either side of him or her, forming a human knot. Try to get untangled.

Lap Sit

(Moderate—active, 10-500 people): Participants form a circle. All turn to their right and guide the hips of the person in front onto own lap. All sit down at same time. On the count of three, walk.

Trust Circle

(Moderate, 7-10 people): One person stands in the center of the group with his or her eyes closed. The people in the circle catch the person as he or she falls back. He or she is slowly passed around the circle. *Trust is a must!*

Trust Walk
(Moderate, any number of people): Participants form a line by joining hands. Everyone closes his or her eyes except the persons in the front and at the end of the line. The leader takes the group on a walk. Directions must be passed down the line so that no one will get hurt.

Electricity
(Moderate, any of number of people): Participants form a circle. One person begins the game by doing an action. All the others in the group must do the same action in turn. Go until it gets back to the person who started the action. The next person then does a new action, etc. If the person does a continuous action (e.g. jumping) it must travel around the circle until everyone is doing it.

People to People
(Active, large group): Members form a circle. Each person has a partner. The "caller" in center of the circle yells out different calls (e.g. ear to shoulder). The couples must touch each other according to the calls. After three or four calls the caller shouts "people to people" and everyone —including the caller—scrambles to find a new partner. The person left without a partner becomes the new caller.

Blob Tag
(Very active, large group): If the blob catches you, you become part of him and help him chase others (holding hands). If the blob gets too big it can split up and have baby blobs. Be sure to set the boundaries.

"How Do You Do?" Tag
(Active, large group): Members form a circle. "It" walks around the outside of the circle and taps someone on the shoulder, saying "Hi, my name is _____". The person responds likewise. Repeat two more times. They run in opposite directions around the circle and meet halfway, exchanging the same greeting three times. They then continue in the same direction and race back to the original spot.

Paper/Rock/Scissors
(Very active, large group): Two teams face each other in lines. Each team huddles and chooses their team's symbol (paper = flat hand; rock = fist; scissors = two outstretched fingers). Teams take three huge steps toward each other and say "paper, rock, scissors", one word with each step. On the third word (scissors), they show their symbols to each other. The conquering team chases the other team to the safety line and tries to capture new members. Scissors conquers paper; rock conqures scissors; paper conquers rock.

Joe and the Button Factory
(Active, 8-15 people): Participants repeat this rhyme in unison: "Hi. My name is Joe. I work in a button factory. The other day, my boss came up to me and said, 'Are you busy Joe?' I said, 'No,' and he said, 'Push the button with your _____.'" Each person takes a turn filling in the blank and all members of the group must do the actions, adding one each time the rhyme is repeated.

This Is A
(Moderate, any number of people): Each person holds an object in his or her hand (preferably a small object that can be named in one syllable), and sits or stands in a circle formation. In unison, they turn to the right and say "This is a (*name object*)." To the left "A what?" To the right "A _____." To the left "A what?" To the right "A _____." To the center "Oh, a _____." This is said while each member passes the object to the right and picking up the new object to the left. The object of the game is to pass all the objects around the circle once. (As the group gets better, speed up the rhymes.)

Balloon
(Active, any number of people): The leader pretends that he or she is holding a balloon. The group members become this balloon. They act out whatever the leader does, complete with noise and gestures.

People Machine
(Active, any number of people): One person starts by pretending to be part of a machine (complete with noise). The others add on one at a time. For variation, try to mimic a real machine.

Mirrors
(Moderate, pairs): Couples face each other. One person is the mirror and must imitate the other person's actions. After one minute, switch.

Prui
(Active, large group): One person is chosen to be the prui. The object of the game is to find the prui and become part of it by holding its ankle. Everyone keeps eyes shut except for the prui. Everyone mingles and asks "prui?" If you're not the prui, respond "prui." The prui does not answer back (that is the clue that lets you know when you've found it). The prui gradually grows in size as more people add on—people must join the end of the prui.

Indian Chief
(Moderate, small group): One person leaves the group. The group stands in a circle formation and selects one person as the "chief." The chief leads the group in various motions and the returning person tries to figure out who the chief is.

Mime Rhyme
(Moderate, small group): The object of the game is to guess the word. One person is selected to start the game, thinks of a word, and says "I'm thinking of a word and it rhymes with _____." Group members try to act out the word (no talking allowed!). The leader says, "No, it's not a _____" or "Yes, it's a _____." Whoever guesses the word gets to select the next word.

Films and Videos for Leadership Education*

The films and videos in the following pages represent a variety of disciplines, subject categories, stylistic treatments, and historical periods. There are feature films, documentaries and docudramas, training films, and specialty films. Some discuss leadership from a behavioral science perspective, others, especially the feature films, don't talk directly about leadership, but instead "show" it. The common thread among this variety is that someone found each film appropriate as a leadership teaching or training tool.

A few of the films in this list are part of the Center for Creative Leadership collection and have been used in our programs. Others were identified by Frank Freeman and Tom Cronin when preparing a presentation for a previous Leadership Education Conference (LEC). Many were recommended by LEC participants and by respondents to the recent Center survey of leadership courses and programs in higher education.

Videos and films have a variety of uses in a classroom or training environment. Feature films (or selected segments if time is a problem) are often effective because of their visual quality and strong emotional impact. *Das Boot* and *A Man for All Seasons*, for example, present leadership dilemmas with a great deal of force. Video recordings of televised candidate debates can add a contemporary punch to studies of political leadership. Training films like *Meetings, Bloody Meetings* and *The Abilene Paradox* can vitalize presentations on group process and problem solving issues.

This is a relatively short list. We are sure that there are many other films that are appropriate for some aspect of leadership education. We would welcome your recommendations for films or videos to include in the next edition of the Source Book.

Note that each film has a distributor code listed. The full name and address of each distributor mentioned may be found in the film distributor list. The final part of this section is a list of resources useful in identifying, locating, and acquiring films and videos.

Annotated List

The Abilene Paradox (1985)
(Runtime: 27m Format: 16mm/VT Distributor: CRM)

This film deals with the management of agreement in organizations. The theme is that mismanaged agreement is as dangerous to organizational effec-

* The information in this section is provided by the Center for Creative Leadership. For more information about the Center, see the final page in this section.

tiveness as excessive conflict because it can lead the organization toward inappropriate goals.

An Act of Congress (1979)
(Runtime: 52m Format: 16mm/VT Distributor: LCA)
Traces the progress of a bill—the Clean Air Act of 1977—through committee, the House, and finally to enactment. Contrasts the leadership styles of Rep. Paul Rogers, supporter of strong clean air standards, and Rep. John Dingle, opponent of a strong bill.—Catalog description.
Recommended or Used By: Tom Cronin

Billy Budd (1962)
(Runtime: 125m Format: 16mm Distributor: MGM/UA)
In 1797 the sadistic master at arms of a British warship terrorizes the crew and is killed by young Billy Budd, who must hang for his unpremeditated crime. Handsomely photographed but obtusely scripted and variously acted attempt at the impossible, an allegory of good and evil more suited to opera or the printed page: a defiantly uncommercial enterprise.—Review description.

Bolero (1972)
(Runtime: 28m Format 16mm/VT Distributor: PYRAMID)
Lighting and creative camera work as dramatic as Ravel's music. Brief comments from soloists, concertmaster, and conductor Zubin Mehta give insight into the subtle touches that make a truly great performance (by Los Angeles Philharmonic).—Catalog description.
Recommended or Used By: William Rosenbach, David Chrislip, CCL

Breaker Morant (1979)
(Runtime: 107m Format: 16mm Distributor: FILMS INC)
Based on a true story, the film takes place when England was waging the Boer war in Africa. England court-martialed three Australian volunteer soldiers for murdering Boer prisoners, denying that the Aussies were acting under British orders.—Catalog description.
Recommended or Used By: Bruce Payne

The Bridge on the River Kwai (1957)
(Runtime: 161m Format: 16mm Distributor: FILMS INC)
In a steamy jungle POW camp, British prisoner Alec Guinness refuses to build a bridge for the enemy unless his officers supervise the work. The camp commander shrewdly relents; Guinness gets his way, but the enemy gets the bridge.—Catalog description.

The Caine Mutiny (1954)
(Runtime: 125m Format: 16mm Distributor: FILMS INC)
An all-star cast enacts the electric drama of rebellion against unreasonable authority on the combat vessel "Caine" in the Pacific during World War II. Humphrey Bogart stars as the paranoid captain in this brilliant film based on Herman Wouk's Pulitzer Prize-winning novel and the critically acclaimed play.—Catalog description.

The Candidate (1972)
(Runtime: 110m Format: 16mm Distributor: FILMS INC)
Robert Redford performs as an idealistic lawyer whose ideals are steadily eroded when he runs for the U.S. Senate. Jeremy Larner, a speech writer for Senator Eugene McCarthy during his presidential campaign, wrote the powerful Academy Award-winning screenplay.—Catalog description

The Challenge of Leadership (1961)
(Runtime: 16m Format: VT Distributor: BNA)
Explains how to identify and analyze qualities of effective leadership.—Catalog description.

Churchill: Voice of a Lion (1978)
(Runtime: 24m Format: 16mm Distributor: LCA)
Presents the political life of Winston Churchill, with emphasis on the era of World War II. Identifies his traits and techniques of leadership and presents excerpts of many of his speeches showing his bulldog temperament and his use of words as a powerful tool. Records his meetings with Roosevelt and Stalin. Commentary by news correspondent Drew Middleton. *Leaders of the 20th Century: Portraits of Power* series.—Catalog description.

Citizen Kane (1941)
(Runtime: 119m Format: 16mm Distributor: FILMS INC)
Considered by many to be a perfect film, if not the best American film of all time, Citizen Kane is a truly a cinematic masterpiece. The emotion-packed story of Charles Foster Kane (based on the life of William Randolph Hearst), is told with evershifting perspective. Directing his own vital performance as well as members of the famous Mercury Players, Orson Welles created an enduring classic for future generations.—Catalog description.

Command Decision (1949)
(Runtime: 111m Format: 16mm Distributor: MGM/UA)
War among the back-room boys; a general, his staff, and his peers debate the aerial bombardment of Germany. Plainly reproduced version of a determinedly serious play, with a remarkable cast.—Catalog description.

Das Boot [The Boat] (1982)
(Runtime: 150m Format: VT Distributor: RCA COLUMBIA)
A World War II drama, without the Hollywood trappings, about a German submarine crew. Reveals various faces of leadership and crew response in the midst of incredible tension and a literal fight for survival.

A Day Without Sunshine (1975)
(Runtime: 89m Format: VT Distributor: PBS VIDEO)
A documentary, narrated by James Earl Jones, on the Florida citrus industry and the plight of farm workers: low wages, malnutrition, disease, and poor living conditions.—Catalog description.
Recommended or Used By: Bruce Payne

Do You Believe in Miracles? (1980)
(Runtime: 24m Format: 16mm/VT Distributor: ABC)
Most of this film is footage of the incredible and emotional victory of the U.S. Olympic Hockey team, with play-by-play descriptions. Includes reflec-

tion by coach and players on the role of leadership, team effort and determination.—Catalog description.
Recommended or Used By: David Chrislip

Dreaming (1982)
(Runtime: 12m Format: VT Distributor: PRODUCERS INT)
Looks at the value of individuality within a corporate environment examining the risks and excitement of being yourself, of being more spontaneous. Suggests that we all have hidden potential waiting to be tapped.—Catalog description.

Enterprise
(Runtime: 30m Format: 16mm/VT Distributor: LCA)
A series of 25 programs originally aired on PBS. Hosted by Eric Sevareid, this series explores the experiences of a variety of companies and their top executives as they face the risks and rewards of American business.—Catalog description. "These case studies combine high production value, lively story telling, and excellent profiles of a variety of business problems."—*Training Magazine.*

The Entrepreneurs: An American Adventure (1986)
(Runtime: 60m Format: VT Distributor: PBS VIDEO)
Features inventors, tough-minded tycoons, and other wizards of free enterprise in this series of six one-hour programs. The series, narrated by Robert Mitchum, contains archival photos, illustrations, and historic film footage of the prototypes of products upon which industrial empires have been built.

Five Presidents on the Presidency (1973)
(Runtime: 24m Format: 16mm Distributor: BFA)
Several topics are examined in excerpts from the filmed speeches of five presidents: presidential power, congressional relations, press relations, foreign policy, the president as politician, and the office in retrospect.—Catalog description.
Recommended or Used By: Tom Cronin

Focus on Decisions
(Runtime: 25m Format: 16mm Distributor: BNA)
A case study of an aircraft company facing some big decisions on expansion.—Catalog description. "Examines situational decision issues."—R. Taylor
Recommended or Used By: Robert Taylor

Focus on Organization
(Runtime: 31m Format: 16mm Distributor: BNA)
A case study film that follows a woman manager through a year of confronting various organizational and operational problems in a commercial organization.—Catalog description. "Shows results of no leadership. Good issue of women in leadership role."—R. Taylor
Recommended or Used By: Robert Taylor

Focus on Results
(Runtime: 20m Format: 16mm Distributor: BNA)
A case study that looks at the planning and control problems facing a large multi-national company.—Catalog description. "Situational decision issues. All of the Focus series are British; some students find them hard to understand."—R. Taylor

Gallipoli (1981)
(Runtime: 111m Format: 16mm Distributor: FILMS INC)
The story of the ill-fated assault by Australian troops on the Turkish-held heights. "Gallipoli is a place now mentioned in history books for the disaster that made Lord of the Admiralty Winston Churchill resign in disgrace."—Catalog description.
Recommended or Used By: Bruce Payne

Groupthink (1973)
(Runtime: 22m Format: 16mm/VT Distributor: CRM)
Analyses, discusses, and illustrates the eight specific traits of group behavior isolated by Irving Janus. Graphically illustrates group pressure toward premature consensus.—Catalog description.

Harvest of Shame (1960)
(Runtime: 53m Format: 16mm/VT Distributor: MCGRAW)
Depicts the problems of the migrant farm worker. Analyzes factors contributing to the situation and offers ways the conditions might be alleviated.—Catalog description.
Recommended or Used By: Bruce Payne

The Inside Track (1986)
(Runtime: 17m Format: 16mm/VT Distributor: CALLEY CURTIS)
Based upon a compilation of current writings and research, presents some of the common ways we hurt or help our own chances for happiness and success. Hosted by Meredith Baxter Birney and David Birney, the film walks viewers through common self-sabotaging habits, traits, and attitudes that limit our getting what we want out of life.

Joshua in a Box (1969)
(Runtime: 6m Format: 16mm Distributor: BOSUSTOW)
Animated parable about freedom and control—and much more. A person imprisoned in a box eventually escapes—then becomes a box himself to control another creature.—Catalog description.
Recommended or Used By: Frank Freeman

Justice Black and the Bill of Rights (1969)
(Runtime: 32m Format: 16mm Distributor: BFA)
Presents an interview with Associate Justice Hugo M. Black, often called the court's philosopher.—Catalog description.

Le Grande Illusion (1937)
(Runtime: 111m Format: 16mm Distributor: ENCYCLO BRIT)
A French anti-war film that is also an inspiring evocation of camaraderie and courage in the face of adversity.—Catalog description.
Recommended or Used By: Bruce Payne

Leaders of the 20th Century: Portraits in Power (1980)
(Runtime: 24m Format: 16mm/VT Distributor: LCA)

A series of 26 films. Uses documentary footage to examine the use and misuse of power by a number of political figures of this century. The programs are available individually and include portraits of Churchill, deGaulle, Adenauer, Kennedy, Franco, Roosevelt, Stalin, Gandhi, Hitler, Mao, and others.

The Leadership Edge
(Runtime: 18m Format: VT Distributor: LANSFORD)

This video goes "behind the scenes" with seven high-performing managers, showing their individual leadership styles and ways of working with their group. The content of the video is its strong point—the scenes of managers in action contribute to its realism. However the direction and production are not high caliber. It has abrupt transitions, and the voice-over narrations are too dramatic in tone.—CCL Staff.

Leadership: Style or Circumstance (1974)
(Runtime: 28m Format: 16mm/VT Distributor: CRM)

The relationship-oriented leader and the task-oriented leader are shown in action and their methods and results compared. Includes live footage and animation. Based on the work of Fred Fielder.—Catalog description.

Looking at Leadership
(Runtime: 175m Format: VT Distributor: NABW-EF)

A five-part series from the National Association of Bank Women. Each part includes a 35-minute videocassette focusing on a specific area of leadership, participant workbooks, and a leader's guide. Contains many interviews of women in executive leadership roles.—Catalog description. "Primarily aimed at leaders within the volunteer setting, but appropriate for anyone desiring to increase his/her leadership skills."—Anne Bryant.
Recommended or Used By: Anne Bryant

Machiavelli on Political Power (1972)
(Runtime: 28m Format: 16mm/VT Distributor: BARR)

A film that causes managers to analyze their own leadership style and assess its effects on their company's most valuable resource—its people. The film presents a debate between Niccolo Machiavelli, author of "The Prince," and three other men representing more humanistic views of politics and human nature.—Catalog description.

A Man for all Seasons (1966)
(Runtime: 120m Format: 16mm/VT Distributor: RCA COLUMBIA)

A biographical drama concerning sixteenth century Chancellor of England, Sir Thomas More, and his personal conflict with King Henry VIII. More chose to die rather than compromise his religious beliefs. An exquisitely rich portrayal that received several academy awards.

Martin Luther King, Jr.: From Montgomery to Memphis (1969)
(Runtime: 26m Format: 16mm/VT Distributor: BFA)

Surveys the career of Dr. Martin Luther King, Jr., and the anti-violent Civil Rights Movement under his leadership—from the 1955-56 bus boycott in Montgomery to his assassination in Memphis.
Recommended or Used By: Tom Cronin

Meetings, Bloody Meetings (1976)
(Runtime: 30m Format: 16mm Distributor: VIDEO ARTS)
Focuses on meetings that take too much of a manager's time and accomplish too little. Demonstrates techniques for organizing meetings that are shorter and more productive.—Catalog description.
Recommended or Used By: CCL Staff

Migrant (1970)
(Runtime: 53m Format: 16mm Distributor: NBC)
This documentary of the plight of the migrant farm worker concentrates on conditions in Florida. Includes interviews with landlords, corporate growers, and workers.—Catalog description.
Recommended or Used By: Bruce Payne

The Missiles of October (1975)
(Runtime: 155m Format: 16mm/VT Distributor: LCA)
A dramatic reenactment of the Cuban missile crisis of October 16, 1962. Follows the tensions and decisions faced by President Kennedy during the 12-day period when the United States and the Soviet Union confronted each other with nuclear destruction.—Catalog description.

More Bloody Meetings (1986)
(Runtime: 27m Format: 16mm/VT Distributor: VIDEO ARTS)
This is a companion film to *Meetings, Bloody Meetings.* Where the original film concentrated on the mechanics of meetings, this new film focuses on the human factor, including controlling aggression, keeping the group focused on the objective, and preventing dominant group members from overpowering the rest of the group.

New Leadership Styles: Toward Human and Economic Development (1978)
(Runtime: 26m Format: 16mm/VT Distributor: DOC ASSOC)
Michael Maccoby introduces two corporate heads who illustrate his idea of humanistic approaches to management. One of the companies is production-oriented while the other is a service company.—Catalog description. "The president who was interviewed was very articulate in describing the humanistic organization. Both seemed realistic about the limits of participative management."—CCL Staff
Recommended or Used By: CCL Staff

A New Look at Motivation (1980)
(Runtime: 32m Format: 16mm/VT Distributor: CRM)
An examination by David McClelland of affiliation, power, and achievement needs and their relationship to leadership and the social environment of the organization.—Catalog description.

Nixon: Checkers to Watergate (1978)
(Runtime: 20m Format: 16mm/VT Distributor: PYRAMID)
From the heights of success to the depths of impending impeachment, this powerful visual survey highlights the triumphs and tragedies of Richard Nixon's life and career.—Catalog description.

Norma Rae (1979)
(Runtime: 115m Format: 16mm/VT Distributor: FILMS INC)
Portrays the life of a textile worker whose life is changed by the arrival of a union organizer. Norma eventually joins his cause and begins to exert strong leadership in her plant.—Catalog description.

Patton (1970)
(Runtime: 169m Format: 16mm Distributor: FILMS INC)
A panoramic portrait of General Patton, the brilliant, unstable, and anachronistic World War II tactician.—Catalog description.

The Peter Hill Puzzle (1975)
(Runtime: 32 m Format: 16mm/VT Distributor: NEM)
A dramatization about a new corporate executive who attempts to overcome his predecessor's problems.—Catalog description. "Excellent portrayal of leadership style and situational variables."—R. Taylor.
Recommended or Used By: Robert Taylor

Power (1986)
(Runtime: 111m Format: VT Distributor: KARL/LORIMAR)
A feature film with Gene Hackman and Richard Gere. Portrays the packaging of political candidates by media brokers. Characterization is sketchy, but the topic is compelling.—Review comments.

The Problem (1965)
(Runtime: 12m Format: 16mm Distributor: MACM)
A Czech animated puppet film about decision avoidance in bureaucracies. Questions the nature of responsibility and our reaction to it.—Catalog description.

Productivity and the Self-Fulfilling Prophecy (1974)
(Runtime: 30m Format: 16mm/VT Distributor: CRM)
From a bank failure to the achievement level of a child in school, circumstances are altered by expectation. Dr. Robert Rosenthal presents results of some of his 300 studies on the power of expectation in influencing human performance.—Catalog description. "Good film—takes one concept and explores it well. Combines theory, philosophy, research and examples. Clear stimulating presentation."—CCL Staff
Recommended or Used By: CCL Staff

Red River (1948)
(Runtime: 133m Format: 16mm/VT Distributor: MGM/UA)
John Wayne fights with all his strength to carve a ranch out of worthless land. At the same time, he brings up an orphan whom he adopts. Years later, with the ranch seemingly tamed, Wayne is forced to drive his cattle an impossible distance. Hawks cinematically achieves a rhythm, scope, and grandeur that many Westerns aim at, but few realize.—Catalog description.

The Seduction of Joe Tynan (1979)
(Runtime: 104m Format: VT Distributor: MCA HOME)
Alan Alda portrays a liberal New York senator pursuing his political career while grappling with domestic problems. The script is literate, and the individual performances of Alda, Meryl Streep, and Barbara Harris are good, but the film is skimpy on drama.—Review comments.

Situational Leadership (1977)
(Runtime: 16m Format: 16mm/VT Distributor: UNIV ASSOC)
Paul Hersey explains his situational leadership theory for assessing group maturity and then selecting a leadership style.—Catalog description. "A clear but unimaginative presentation of the situational leadership model."—CCL Staff.

Styles of Leadership (1980)
(Runtime: 26m Format: VT Distributor: ROUNDTABLE)
Takes a common business problem regarding a new contract and shows how it might be handled by four different types of leaders. Presents the major characteristics of each leadership style—autocratic, democratic, manipulative, consultative—and their effects on subordinates are compared and contrasted. Demonstrates and encourages the flexibility in leadership necessary to help people perform at their best.—Catalog description.

Theory X and Theory Y: The Work of Douglas McGregor (1969)
(Runtime: 49m Format: 16mm Distributor: BNA)
A two-part series. Part 1, "Description of the Theory," uses interviews and a brief vignette to compare the two styles of managing. Part 2, "Application of the Theory," relates examples of Theory Y principles when applied to several management problems.—Catalog description. "McGregor's ideas are well presented without a lot of hype, but the film gets low marks for creativity."—CCL Staff.

Triumph of the Will: The Arrival of Hitler (1974)
(Runtime: 13m Format: 16mm Distributor: MACM)
Hitler's airplane soars through massive cloud formations en route to a party rally in Nuremburg. Cheering masses greet him at the airport and line the streets of Nuremburg as he rides past. The extract uses no voice-over commentary but appeals to the viewer's emotions through powerful Wagnerian musical score and images that carry symbolic weight.—Catalog description.

Twelve O'Clock High (1949)
(Runtime: 132m Format: 16mm/VT Distributor: FILMS INC)
A psychological drama that deals with the problems of an Air Force commander who must rebuild a bomber group whose shattered morale threatens the effectiveness of daylight bombing raids.—Catalog description.

Up the Organization (1973)
(Runtime: 24m Format: VT/16mm Distributor: TIME LIFE)
Robert Townsend, who wrote the book, *Up The Organization*, which outraged the business world, appears here to give his very personal views on such topics as the chief executive, personnel department, management consultants, computers, the public relations department, and "Getting In and On."—Catalog description.

The Verdict (1982)
(Runtime: 129m Format: 16mm Distributor: MGM/UA)
An explosive lawsuit presents an aging, small-time lawyer with a chance to redeem his once-promising career.—Catalog description.
Recommended or Used By: Bruce Payne

A Yen for Harmony (1977)
(Runtime: 26m Format: 16mm/VT Distributor: DOC ASSOC)
Investigates Japanese management methods that affect productivity in organizations, including participatory management, consensus decision making, and lifetime employment. The transplantation of these methods to Western society is also examined.—Catalog description.

You (1980)
(Runtime: 4m Format: 16mm/VT Distributor: CALLEY CURTIS)
Combining the thought-provoking narration of William Schallert with a series of fascinating and humorous scenes of a baby exploring a roomful of "treasure," the film encourages viewers to recapture the good qualities they had as children and put them to use today.—Catalog description.
Recommended or Used By: CCL Staff

Film and Video Distributors

ABC
ABC VIDEO ENTERPRISES
1330 Avenue of the Americas
New York, N.Y. 10019
(212) 887-5722

BARR
Barr Films
3490 E. Foothill Blvd.
P.O. Box 5667
Pasadena, Calif. 91107
(213) 681-2165

BFA
BFA Educational Media
468 Park Ave. South
New York, N.Y. 10016
(800) 221-1274

BNA
BNA Communications, Inc.
9439 Key West Ave.
Rockville, Md. 20850
(301) 948-0540

BOSUSTOW
Steven Bosustow Productions
1649 11th St.
Santa Monica, Calif. 90404
(213) 450-5845

CALLY CURTIS
Cally Curtis
1111 N. Las Palmas Ave.
Hollywood, Calif. 90038
(213) 467-1101

CRM
CRM/McGraw-Hill Films
674 Via de la Valle
P.O. Box 641
Del Mar, Calif. 92014
(619) 453-5000

DOC ASSOC
Document Associates/Cinema Guild
1697 Broadway
Suite 802
New York, N.Y. 10019
(212) 246-5522

ENCYCLO BRIT
Encyclopedia Britannica Education
425 North Michigan Ave.
Chicago, Ill. 60611
(312) 321-6800

FILMS INC
Films Incorporated
Film & Tape Division
5547 N. Ravenswood Ave.
Chicago, Ill. 60640
(800) 878-2600

KARL/LORIMAR
Karl/Lorimar Video
17942 Cowan Ave.
Irvine, Calif. 92714
(714) 474-0355

LANSFORD
Lansford Communications
131 Heath St.
Santa Cruz, Calif. 95060
(408) 458-0108

LCA
Learning Corporation of America
108 Wilmot Rd.
Deerfield, Ill. 60015
(312) 940-1260

MACM
Macmillan Library Services
866 Third Ave.
New York, N.Y. 10022
(914) 664-5051

MCA HOME
MCA Home Video
70 Universal City Plaza
Universal City, Calif. 91608
(818) 777-4300

MCGRAW
McGraw-Hill Training & Development
1221 Avenue of the Americas
New York, N.Y. 10020
(212) 997-6572

MGM/UA
MGM/United Artists
1350 Avenue of the Americas
New York, N.Y. 10019
(212) 408-0600

NABW-EF
National Assoc. of Bank Women
Educational Foundation
500 N. Michigan Ave.
Chicago, Ill. 60611
(312) 661-1700

NBC
National Broadcasting Company
30 Rockefeller Plaza
New York, N.Y. 10020

NEM
National Educational Media
21601 Devonshire St.
Chatsworth, Calif. 91311
(818) 709-6009

PBS VIDEO
PBS Video
1320 Braddock Pl.
Alexandria, Va. 22314
(800) 344-3337

PRODUCERS INT
Producers International
Corporation
3921 N. Meridian St.
Indianapolis, Ind. 46208
(317) 924-5163

PYRAMID
Pyramid Film & Video
Box 1048
Santa Monica, Calif. 90406
(800) 421-2304

RCA COLUMBIA
RCA Columbia Pictures Video
2901 W. Alameda Ave.
Burbank, Calif. 91505
(818) 954-4590

ROUNDTABLE
Roundtable Films, Inc.
113 N. San Vicente Blvd.
Beverly Hills, Calif. 90211
(800) 332-4444

TIME LIFE
Time-Life Video
1271 Avenue of the Americas
New York, N.Y. 10020
(212) 484-5940

UNIV ASSOC
University Associates
8517 Production Ave.
San Diego, Calif. 92121
(619) 578-5900

VIDEO ARTS
Video Arts Inc.
Northbrook Technical Center
4088 Commercial Ave.
Northbrook, Ill. 60062
(800) 553-0091

Educational Film Locator (1986)
R. R. Bowker Co.
1180 Avenue of the Americas
New York, N.Y. 10036
(800) 521-8110

This is a compilation of film/video titles held by more than 50 major university film centers. Each film listed is briefly annotated and includes codes for the universities owning the film. Most university libraries and film centers will have this book on hand.

Feature Films Available for Rental, Sale and Lease (1985)
James L. Limbacher, editor
R. R. Bowker Co.
1180 Avenue of the Americas
New York, N.Y. 10036
(800) 521-8110

A reference book containing a list of film companies and distributors for over 20,000 feature films and video cassettes in the United States and Canada.

Halliwell's Film and Video Guide (1986)
Leslie Halliwell
Charles Scribner
115 Fifth Ave.
New York, N.Y. 10003
(212) 614-1300

Halliwell provides his own brief reviews on more than 10,000 feature films and videos. Though brief, these reviews provide a realistic perspective to the film producers' puffery.

Index to 16mm Educational Films (1983)
National Information Center for Educational Media
University Park
Los Angeles, Calif. 90007
(213) 741-6681

This is only one of NICEM's publications. They acquire and annotate information on nonprint media covering all levels of education and instruction, including college, professional, and adult education. Much of this information, in a more up-to-date form, is available for computer searching through an on-line computer file.

Media Profiles: Career Development Edition (yearly subscription)
Olympic Media Information
70 Hudson St.
Hoboken, N.J. 07030
(201) 963-1600

This subscription service consists of original reviews of films, videos, slide sets, and media-based training courses. The primary audience is training directors in corporate and public organizations, but some of the films re-

viewed are appropriate for more generic leadership education. Each review gives a thorough description of the media product, audience level, a graded evaluation, price, and film source.

Thompson-Mitchell and Associates (catalog)
3384 Peachtree Rd.
Atlanta, Ga. 30326
(404) 233-5435

This organization is a one-source distributor for a large number of training-film producers. Handles both sales and rentals.

Video Source Book (1986)
National Video Clearinghouse
100 Lafayette Dr.
Syosset, N.Y. 11791
(516) 364-3686

Lists over 50,000 video program titles representing the combined offerings of 900 video sources.

Other Resources

University Film/Video Collections. Many colleges and universities have their own collection. They often have catalogs of other universities' collections as well. University film centers seem to be quite interested in loaning their films to organizations outside their geographic area.

Public Library Film Collections. Many of the medium to large public libraries have surprisingly good collections.

Video Rental Stores. This is a good source to get feature films to preview for possible course or classroom use.

Center for Creative Leadership

The Center for Creative Leadership is a nonprofit educational institution founded in 1970 in Greensboro, North Carolina. After 18 successful years working with corporate executives, the Center has started a new initiative to assist educational practitioner-leaders in making the nation's schools more effective.

The Education and Nonprofit Sector area is currently offering a variety of programs to educational leaders on a contract basis. A two-, three-, or five-day session can be designed to enhance the school executive's concepts for understanding, analyzing, and taking effective action to improve the operation within his/her school or school division.

The Center's mission is to encourage and develop creative leadership and effective management for the good of society overall. We accomplish our mission through research, training, and publication—with emphasis on the widespread innovative application of the behavioral sciences to the challenges facing the leaders of today and tomorrow.

We conduct research to identify effective managerial behaviors and to develop models for managerial practice. These models are then used in our training programs as guides for assessment and development. In turn, these programs help us discover the aspects of development that are most relevant to managers and leaders. This combined and interactive program of research and training makes our research accessible and assures that our training is useful and applicable.

We wish to make the benefits of the Center's work available to the widest possible audience—anyone whose work is the development of better leaders and organizations.

For additional information, contact Linton Deck or Sara Britt at the Center for Creative Leadership, (919) 288-7210.

CENTER FOR CREATIVE LEADERSHIP.

The National Association of Secondary School Principals (NASSP) is the headquarters of the Division of Student Activities (DSA). In addition to the National Leadership Training Center program, DSA provides other valuable programs all year round for both students and advisers.

Here are some of the programs and services we offer members:

- Eight National Leadership Training Centers
- The Century III Leaders Scholarship Program
- The Principal's Leadership Award
- The National Honor Society Scholarship
- The National Association of Student Councils (NASC) National Conference
- Seminars for Activity Advisers
- The Resource Information Center
- Legal Consultation
- Special papers and monographs
- Audiovisual resources
- Monthly magazine—*Leadership for Student Activities*

For more information, write NASSP Division of Student Activities, 1904 Association Dr., Reston, Va. 22091.